DOCUMENT RESUME

ED 395 189 CE 071 675

AUTHOR	Teddlie, Jessie; Stovall, Pat Weeks
TITLE	Improvement of Special Populations Coordinators. Professional Development Project. Trainers' Manual and Participants' Guide.
INSTITUTION	North Texas Univ., Denton.
SPONS AGENCY	Texas Higher Education Coordinating Board, Austin.
PUB DATE	Jun 94
NOTE	438p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Administrator Role; Competency Based Education; Guides; Inservice Teacher Education; *Learning Activities; Postsecondary Education; *Professional Development; Program Development; *Program Implementation; *Special Needs Students; Teacher Competencies; Transparencies; Vocational Education Teachers; *Workshops

ABSTRACT

This document reports on a project conducted at the University of North Texas to create inservice professional development programs for postsecondary coordinators of special populations education. The project created six 2-day regional training workshops, a series of sample student learning activities, and an updated training manual, using a modified DACUM (Developing a Curriculum) process. The majority of the document contains the training materials for postsecondary coordinators. Information and learning activities are provided on the following topics: (1) who are special populations?; (2) the new Perkins Act; (3) provisions of the Perkins Act; (4) full participation by special needs students; (5) institutional effectiveness draft; (6) documents used with special populations; (7) data collection; (8) proposal writing; and (9) staff development. Contains a glossary that defines 242 terms and an annotated resource directory that lists and describes 60 resources, including publications, agencies, and personnel. Workshop transparency masters also are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 395 189

IMPROVEMENT OF SPECIAL POPULATION COORDINATORS

Professional Development Project

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (E[illegible]

☑ This document has be[illegible]duced as received from the pers[illegible]ganization originating it

☐ Minor changes have been made to improve reproduction quality

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SCalvert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TRAINERS' MANUAL and PARTICIPANTS' GUIDE

Prepared by:

Jessie Teddlie
Pat Weeks Stovall

Conducted by:

THE UNIVERSITY OF NORTH TEXAS

CE071675

Sponsored by:

THE TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical College Division

June 1994

FUNDING INFORMATION

Project Title: Improvement of Special Populations Coordinators

Funding Source: Carl D. Perkins Vocational Education Act

Funding Agency: Texas Higher Education Coordinating Board

Project Staff:

Project Staff:	Project Director:	Jessie Teddlie
	Project Administrator:	Suzanne V. La Brecque
	Instructional Systems Specialist:	Bill E. Lovelace
	Research Assistant:	Pat Weeks Stovall

Staff Advisor: Dr. Kay Hale
Texas Higher Education Coordinating Board

Disclaimer: This study was conducted pursuant to a contract with the Texas Higher Education Coordinating Board. Contractors undertaking such projects are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official position or policy of the Texas Higher Education Coordinating Board.

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

This project was enhanced by the expertise and recommendations of the **Project Advisory Committee** members and the project extends gratitude to the following person for serving in that capacity:

Dan Washam	**Austin Community College**
John Slaughter	**Ranger Junior College**
Vickie Geisel	**Tyler Junior College**
Rita Nell Diffie	**Midland College**
Norman Stewart	**Tarrant County Junior College**
Karen Barnett	**Alvin Community College**
Charles Reed	**Texas State Technical College - Waco**
Jo Ann Luckie	**Del Mar College**
Charlotte Bullard	**Grayson County College**
Linda Van Meter	**McNeil High School**
Robert Gamboa	**Texas State Technical College - Waco**
Jafus Cavil	**Texas State Technical College - Waco**

The project staff expresses sincere gratitude to the following persons and to the institutions where they are employed for providing the site facilities for the workshops:

Karen Barnett	**Alvin Community College**
Vickie Geisel	**Tyler Junior College**
Rita Nell Diffie	**Midland College**
Charles Reed	**Texas State Technical College - Waco**
Jo Ann Luckie	**Del Mar College - Corpus Christi**
Norman Stewart	**Tarrant County Junior College**

Also, gratitude is extended to the following persons who contributed to the success of this project as Workshop Trainers. Without the expertise and professional performance of these persons, the project staff could not have provided a successful completion of this project.

Trainer: **Robert Gamboa**
Site: **Alvin Community College**

Trainer: **Dan Washam**
Site: **Tarrant County Junior College**

Trainer: **John Slaughter**
Site: **Texas State Technical College - Waco**

Trainer: **Jo Ann Luckie**
Sites: **Midland College, Tyler Junior College, Del Mar College**

BEST COPY AVAILABLE

Appreciation is also expressed to Pat Weeks Stovall, Research Assistant, who's efforts and persistence made the overall project and guides beneficial and professional.

Our greatest thanks goes to the participants who attended the two-day workshops and contributed their expertise to the development of this manual. The following is a list of those participants:

Alvin Workshop

Linda Creech
Vertie Ward
Wanette Meekins
Carrie Mullins
Patricia Probe
Mary Claire Becker
Shelley Johnson
Eileen Cross
Karen Barnett
Delbert White
Rosemary Coffman
Beverly Kithcart
Ruth Ann McMichael
Paula Hammond
Robert Gamboa
Kathy Conroy
Nancy Davis
Paula Wells

Tyler Workshop

Donna Kachlic
Charlotte Bullard
June Nutt
John Slaughter
Charles Reed
Dan Washam
Ronald Bright
Karol Pruett
MarQuita Manning
Terry Janzen
Vickie Geisel
Jo Ann Luckie
Barbara Thomas
Kim Brookshire
Geneva Yeary
Doris Parsons

Waco Workshop

Jafus Cavil
Gene Hawthorne
Sammie Pierce
Martha Sutherland
Dan Karppi
Jose Aponte
Annette Vassaw
Betty Bowling
Mary C. Levandowsky
Joan Alexander
Sandy Mayfield
Pamela Hunter
Sami Peyton
Mary Schriefer
Nancy Dossey
Tom Liston
Pat Chisolm
John Slaughter
Joyce Thomas Campbell
Roger Labodda
William J. Werner

Midland Workshop

Shirley Barnes
Pat Archuleta
Sandy Stretcher
Jesse Hudron
Martha Brockwell
Rita Nell Diffie
Rena Ventura-Jackson
Judy Merritt
Jo Ann Luckie
Lis Robinett
Shelia Leggett
Elizabeth Rankin
Jo Ann Walter
Carolyn Osborn
Ricardo Saldana

Fort Worth Workshop

Joseph Morton
Nancy Wydick
Bud Wilkinson
Linda Van Meter
Chris Christopher
Meredeth Motley
Tim Owens
Whitney J. Broussard
Dan Washam
Sue Rednour
Deana Lehman
Lupe Solis
Donna Ingram

Corpus Christi Workshop

Rachel Ortiz
Manuel (Joe) Alejano
Florinda Correa
Kay Carroll
Barbara Stroop
Teddi Matheny
Delbert Hopper
Mary Jo Gordan
Judy Jackson
Linda S. Sanchez
Helga S. Anderson

TABLE OF CONTENTS

Overview 1

A. Project Justification 1
B. Need 7
C. Goals and Objectives 7
D. Methodology 9

Presentation Plans 12

Part I: Who Are Special Populations 40

A. Academically Disadvantaged 42
B. Economically Disadvantaged 42
C. Limited English Proficiency 43
D. Sex Bias and Stereotyping 43
E. Correctional Institutions 43
F. Special Populations Coordinator 45

Part II: The New Perkins Act 46

A. Funding 47
B. Targeting Populations 47
C. Additional Funding Agencies/Sources 48
D. Section 116: State and Local Standards and Measures 49
E. Section 116: State Assessment 49
F. Section 117: Program Evaluation and Improvement 49
G. Section 118: Criteria for Services and Activities 50
H. Equal Access 50
I. Provision of Information 51
J. Assurances 51
K. Participatory Planning 52
L. Student Identification 52

Part III: Provisions 54

A. Equitable Participation 55
B. Coordination and Linkages 57
C. The Planning Process 57
D. Joint Planning Advantages 67

Part IV: Full Participation 70

A. Assessment of Special Needs 71
B. Supplementary Services 72

BEST COPY AVAILABLE

Table of Contents - continued

C. Guidance and Counseling 72
D. Transition 74

Part V: Institutional Effectiveness 79

Draft Document 81

Part IV: Other Documents Used with Special Populations 119

Part VII: Data Collection 226

Part VIII: Proposal Writing 237

Part IX: Staff Development 249

Part X: Glossary 280

Part XI: Resources 301

Part XII: Transparancies 317

Final Summary 376

OVERVIEW

INTRODUCTION

PROJECT OVERVIEW

■ Justification

A great number of community colleges and technical colleges have employed individuals to serve the colleges as special populations coordinators. According to PL 101-392 (Perkins), it is the responsibility of the special populations coordinator (if this position is used) to ensure that individuals who are members of special populations are receiving services and job skill training. The functions of a special populations coordinator, paid in whole or in part from Perkins funds, are listed in the **Vocational Education Annual Application** for public community colleges and technical colleges.

By title and specified functions, the position or occupation of a special populations coordinator may be classified as an emerging occupation. As a new position or emerged occupation, education and training programs have not been developed or provided for individuals whose experiences (counselor or teacher) qualify them to be hired for this position. The individuals who qualify by experience to be employed as special populations coordinators are not, therefore, totally prepared to effectively carry out the specified functions which they are mandated to perform.

The Community College and Technical College Division staff of the Texas Higher Education Coordinating Board were well aware of and took steps to remove this problem as evidenced by the following RFP issued in 1992:

> **1200-B**
> **Projects to develop and conduct a series of instructional workshops for staff delivering special populations services in two-year public postsecondary institutions. The curriculum shall be competency-based and designed to increase knowledge and skills needed by special populations coordinators to ensure that special populations enrolled or seeking to enroll in technical/vocational programs receive adequate services and job skill training.**

The need for RFP 1200-B was justified in relation to the requirements of PL 101-392 (Perkins) imposed on the State. For example, in Section 118(a) of PL 101-392, the State is required to provide the following assurances in the State Plan:

> (1) **individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;**
>
> (2) **individuals who are members of special populations will be provided equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupational specific courses of study, cooperative education, apprenticeship programs, and, to the extent possible, practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations;. . .**

Under (c) of Section 118 of PL 101-392, each community college and technical college that receives Perkins funds must assure that the recipient of such funds shall:

> (1) **assist students who are members of special populations to enter vocational programs . . . ;**
>
> (2) **assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational program . . . ;**
>
> (4) **provide guidance, counseling, and career development activities conducted by professional trained counselors and teachers who are associated with the provisions of such special services; and**
>
> (5) **provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.**

The need for an individual to assist in local plans (local application) and coordination of direct and indirect services to members of special populations is highly recognized by PL 101-392 and the State Plan. Encouragement is provided by Perkins and the State Plan for post-secondary institutions to use Perkins funds for a special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training.

One of the goals of the State Plan for postsecondary institutions is: "**to improve the access and participation of special populations in quality technical education programs.**" Activities listed in the State Plan include: "**1.3 Provide inservice training for instructors**" and "**1.9 Provide for special populations coordinators.**"

Providing for the needs of special population students is included under **Goal III, Objective III-5** of the Master Plan:

> Strategy III-5A: **Develop and evaluate administrative policies and targeted outreach, instructional and support services for students with unique needs, especially women, minority group members, and special populations, to develop basic, academic and workplace skills.**

The purpose of any project proposed in response to the RFP should be to provide special populations coordinators with instruction and applied activities that develop knowledge and competencies that are essential for ensuring that individuals who are members of special populations will be provided needed support services and job skill training. The special populations coordinators must have knowledge and competencies to assist administrators and faculty to meet the Carl Perkins mandates under Section 118 of the Act.

Equal access as used in **Section 118** implies, among other services, that the academic achievement of the students will be developed to the level of the prerequisite standard established for enrollment in the course/ program. Equal access also means that support services needed by the student(s) to continue in the course/program after enrollment will be provided. Prior to enrollment, during participation, and at the end of the participation in a course or program, special populations students will need one or more of the following services:

- Academic and occupational assessment.

- Career and personal guidance and counseling.

- Preparatory services.

> **As defined by PL 101-392 (Perkins) preparatory services means "services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as--**
>
> **(A) services, programs, or activities related to outreach to or recruitment of potential vocational education students;**
> **(B) career counseling and personal counseling;**
>
> **(C) vocational assessment and testing; and**
>
> **(D) other appropriate services, programs, or activities.**

- Counseling and instructional services designed to facilitate the transition from education or training to employment.

- Job placement services.

- Provide additional services to individuals with handicaps such as--
  - modification of curriculum, equipment, and/or classroom
  - supportive personnel
  - instructional aids and devices

- Referral to or services from other state agencies such as the Texas Employment Commission, Department of Human Services, Department of Health, and JTPA Service Delivery Areas.

It is apparent that the special populations coordinator must be prepared, by the refinement of existing competencies and the development of new competencies, to the greatest extent possible to perform their assigned functions.

The special populations coordinator will also need to be prepared to assist the local administrators in carrying out recommendations made by the Coordinating Board in response to the State Assessment. It is presumed that the special populations coordinators will play a major role in the achievement of Recommendation 2 of the assessment Criteria Factor VI. **Recommendation 2** for **Criteria Factor VI** reads:

> **Public community colleges and technical institutes should continue to cooperate, share, and avoid duplication of effort with all local service providers who coordinate programs for special populations.**

It becomes clearly evident that an individual who has the responsibility of ensuring that special populations members are provided adequate services and job skills training on a postsecondary campus must be highly qualified by experience and/or professional training.

A review of college course offerings at the undergraduate and graduate level has revealed that there has been a very small amount of formal professional preparation for special populations coordinators or individuals who have been assigned the responsibilities of a special populations coordinator.

One of the activities proposed by the Coordinating Board to assist in achieving the postsecondary goal of the State Plan **"to improve the access and participation of special populations in quality technical education programs"** is to provide [services] for special populations coordinators. Inservice training will be the most valuable service that the Coordinating Board can provide to special population coordinators and staff performing the functions of a special populations coordinator.

Based on the provisions of the Perkins Act the special populations coordinator is one of the most important staff members of an institution conducting technical education programs using Perkins funds. No other position in technical education is referenced by responsibility and the specific use of funds as is the special populations coordinator in the Perkins Act.

As with most other emerging occupations, the occupation of special populations coordinator has common competencies to other occupations such as career counselor and occupational instructor. Since the special populations coordinator is a new occupation there will be many new competencies and knowledge required to carry out the functions mandated and implied by law. Therefore, an occupational analysis or Dacum should be conducted to identify the knowledge and occupational competencies of a special populations coordinator.

The results of the occupational analysis will be needed for the development of the instructional content of a competency-based instructional professional improvement program. It has been determined that the special populations coordinator will need a forty (40) clock hour survival skills training program to function effectively in carrying out the requirements of the Perkins Act.

The East Texas Center at Marshall of the Texas State Technical College in Waco was awarded the contract to carry out the requirements of RFP 1200-B in 1992. A review of the evaluation of the eight (8) hour workshops document the excellent job that Sandy Speed, project director, and the workshop consultants did for the special population coordinators. Unfortunately, by a review of the special populations coordinators' functions and requirements by law, eight (8) clock hours of instruction falls short of the time which is anticipated as necessary to develop new competencies and knowledge to carry out their mandated responsibilities.

The special populations coordinators were not included in the two year Professional Improvement Assessment project because an occupational analysis or Dacum had not been made of this new occupation.

It was believed that a new project should be funded to complete the needed professional improvement of special populations coordinators. A new project that would, by occupational analysis, identify the occupational competencies that are performed by an individual assigned to the position of a special populations coordinator.

■ Need

There was a need to supplement the excellent eight (8) hours of competency-based inservice education that was provided previously by Texas State Technical College -- Marshall Center for the professional preparation of and professional improvement of individuals who have been assigned the responsibilities of a special populations coordinator.

■ Goals and Objectives

The University of North Texas, with the assistance of faculty and staff of at least ten community and technical colleges proposed to meet the above stated need by conducting a project with the following goal and objectives.

The **goal** of this proposed project was **to build upon and expand the previous project to professionally prepare and/or professionally improve individuals in public postsecondary institutions who have the responsibility of ensuring that members of special populations are provided access to occupational preparation programs and are provided adequate services and job skill training.**

The **objectives** to be achieved by this proposed project were to:

A. Create and use a Project Advisory Committee.

B. Develop workshop instructional content that is competency-based and designed to increase and/or develop knowledge and skills needed by special populations coordinators to ensure that special populations students enrolled or seeking to enroll in technical/vocational programs are provided adequate services and job skill training.

C. Conduct a series of instructional workshops for special populations coordinators and other staff responsible for ensuring that the needs of special populations students are being met in Texas two-year public postsecondary institutions.

D. Evaluate the project in terms of project installation, process, and products.

E. Prepare and Submit Reports.

METHODOLOGY

METHODOLOGY

This project was funded by the Texas Higher Education Coordinating Board through Carl D. Perkins funds to build upon and expand the previous project to professionally prepare and/or professionally improve individuals in public postsecondary institutions who have the responsibility of ensuring that members of special populations are provided access to occupational preparation programs and are provided adequate services and job skill training. For articulation/coordination purposes, secondary persons with the same responsibilities in public education were invited to participate in the training and public (secondary) education information is addressed in this manual.

The Improvement of Special Populations Coordinators project had/has as its main purpose to supplement the eight (8) hours of competency-based inservice education that was provided previously by Texas State Technical College - Marshall, for the professional preparation of and professional improvement of individuals who have been assigned the responsibilities of a Special Populations Coordinator. The project was funded to:

1. Provide six two-day regional training workshops;
2. Develop a series of sample student learning activities, and
3. Update the Resource Manual developed by Texas State Technical College - Marshall

A list of knowledge/competency statements was developed from the findings of an information search and additional knowledge/competency statements were made using a modified DACUM. The modified DACUM was performed to identify additional knowledge/competencies needed by an individual to perform the duties/functions of a Special Populations Coordinator as described in the Annual Application used by postsecondary institutions to obtain/use Carl D. Perkins funds. A copy of the survey and results is found in Appendix A of this manual.

The items identified as "most needed" by the survey respondents were selected to be addressed in the training provided by this workshop with the exception of those items which directly related to "persons with disabilities" which would be addressed by two other funded projects. The competencies to be addressed by the project were as follows:

1. Develop and maintain records that reveal, by reporting period (i.e., semester), measures of learning and academic and occupational competency gains of special populations students.
2. Maintain follow-up records on special population program leavers and completers.
3. Maintain records of special population students in relation to state adopted core measures and standards.
4. Develop and share strategies with counselors and instructors for providing counseling and instructional transition services for special populations students.
5. Obtain additional funds to serve students who are members of special populations through the proposal writing process.
6. Gain knowledge of legislation and processes and the ability to compile and disseminate information on federal and state legislation that may influence public policies for improved services to members of special populations.
7. Assist in developing and implementing job placement services that do not discriminate against students who are members of special populations.
8. Develop and maintain a record keeping system for recording services provided to members of special populations.
9. Evaluate and/or maintain records of the educational progress of individuals who are members of special populations in technical and vocational programs.
10. Compile and share information regarding State monitoring requirements related to special populations with appropriate campus personnel.
11. Develop, plan, and coordinate staff development activities for all staff and faculty serving members of special populations.

PRESENTATION PLANS

PRESENTATION PLANS

■ TECHNICAL INFORMATION

In order to provide training in the workshops which would meet the documented needs topics, a determination was made to provide an awareness of all laws, acts, rules, and state documents which dictated specific rules regarding the services and educational needs to students identified as special populations. The second section of this manual provides this technical/awareness information.

PRESENTATION PLAN

Part I: Who are Special Populations

INTENDED OUTCOMES

Participants will be able to:

1. Describe the categories/descriptions of special populations students except for those with disabilities;
2. Describe and apply rules and regulations of the Carl D. Perkins Act to their job duties as applied to special populations; and
3. Describe and determine how the Perkins legislation controls much of the needed data collection information required to meet the related topics identified in the survey instrument.

EQUIPMENT

- Overhead Projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document:
- Reproduce handouts or provide manual sections
- Read presenter's script and be able to present information in your own words.

PROCEDURES

I. SUGGESTED WARM-UP ACTIVITIES

- **Divide into small groups or areas**
- **Give each group an different assignment sheet if possible**
- **Allow 5 minutes**
- **Allow participants to Discuss how they felt trying to do something they were/may not "equipped" to do.**

Discuss that this is how our special populations students feel sometimes with our testing and teaching methods.

1. ACCESS - READING

Even if the student has the "language" background, many times due to economic background, previous experiences, and/or educational experiences, the student may not be capable of meeting the requirements set forth by our papers, forms, assignments, etc. In the activity, if a person knew how to read Spanish and if the person had been exposed to the movies (which many are not because of economic status - no money for movies or no VCR unit with television) then the person could not answer all of the blanks necessary.

Often, our tests are developed in such a way that if a student happened to have read a story, poem or novel or if the student's former teachers happened to require certain readings, then the student could answer, but these are not always the case. For example, one such test asked, *"Who did the family see through the open window?"* The question applied to the short story, ***THE OPEN WINDOW***. How many people who have read the story could always remember such a specific question?

2. ACCESS - FOLLOWING DIRECTIONS

All students do not have a verbal learning style or even understand the language well enough to follow only verbal instructions or only written instructions. It is often necessary to give both verbal and written instructions as well as demonstrate to assure that the learning style or educational disadvantaged understand the assignment or requirement.

Demonstrate how verbal, written and demonstration can assist the participants in completing the task of making a cup.

3. ACCESS - INTERPRETATION

Often the terms we use are as foreign to students culturally as a foreign language would be. Many students would find **this to be their standard English.** Imagine how difficult Shakespeare's writing is for students who are familiar with U.S. standard English and then imagine how difficult it would be for a student whose cultural background has a different version of standard English. Many participants make the comment that this document is written in the standard English that many students speak.

- Also, show a $1.00 bill, a Susan B. Anthony dollar, and a silver dollar and explain that we are different just like the money, but our worth should not be determined by our differences.

ACCESS - READING

Directions: Read the following statements and name the document, story, book, movie, etc. to which it refers or describes. You have 5 minutes to accurately complete all.

1. Una artista del circo se enamora con un aereolisto france. Dirigio por Cecil B. DeMille. Premio de Oscar por la pelicula mas mejor.

____

2. Un agente de inteligencia americano es secuestrado por los Nazis y su mente es manipulado.

____

3. Un clerigo ayunda unos supervivientes a escapan a la superficie de un barco volcado.

____

4. Dos gueereros se unen para pelear contra una reina malvada.

____

5. Dos amigos, uno un veterano amargado, se envuelven en una busca por un magnate de petroleo que tambien es un asesino.

____

Answers:

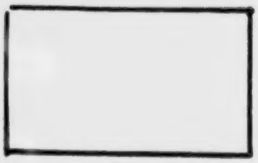
1. **The Greatest Show on Earth**
2. **Breaking Point**
3. **The Poseidon Adventure**
4. **Red Sonja**
5. **Cutter's Way**

ACCESS - FOLLOWING DIRECTIONS

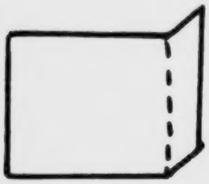
Follow the directions and produce the appropriate product.

1. Take sheet of paper provided and fold it into a square.
2. Fold the square into a triangle.
3. Fold the end points across the middle point.
4. Fold the middle point pages down.

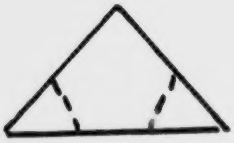
Answer to ACCESS - Following Directions is a CUP



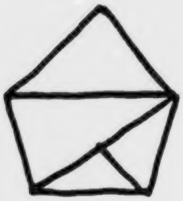
8 1/2" x 11" sheet of paper



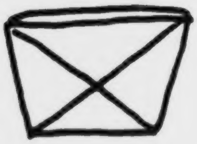
Fold @ 2.5" from long end to make a square



Fold square to make a triangle



Fold points across middle point



Fold down tip pages to form a cup

READING: ACCESS

Read the following paragraph. Translate into standard English and identify the passage.

Activity regarding "Jive"

T' be, o' not t' be,- dat be de question, dig dis:
Whetha' 'tis nobla' in de mind t' suffa'
De slings and arrows o' outrageous fortune,
Or t' snatch arms against some sea o' troubles,
And by opposin' end dem? - T' die, - t' sleep, -
No more; and by some sleep t' say we end
De heartache and de damn dousand natural shocks
Dat flesh be heir t', -- 'tis some consummashun
Devoutly t' be wish'd. Sheeeiit. T' die, - t' sleep; -
T' sleep. Right On! perchance t' dream, dig dis: - ay, dere's de rub;
Fo' in dat sleep o' death whut dreams may mosey on down,
When we gots shuffled off dis mortal coil,
Must give us pause; Dere's de respect
Dat makes calamity o' so's long life;

THE TRAGEDY OF HAMLET

by William Shakespeare

To Be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And by opposing end them. To die: to sleep.
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to; 'tis a consummation
Devoutly to be wish'd. To die; to sleep.
To sleep? perchance to dream. Ay, there's the rub;
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life;

2. Ask the participants to give their version of **WHO ARE SPECIAL POPULATIONS STUDENTS** according to the Carl D. Perkins Act and **THE MASTER PLAN FOR CAREER AND TECHNICAL EDUCATION** for Texas as of April, 1993.

3. Use Transparency 1: CARL D. PERKINS ACT defines Special Populations

4. Use Transparency 2: Special Populations Identifications

5. Provide the content from manual on this and discuss or allow for comments.

   Discuss why it is important that all educators know and understand these terms and qualifications.

6. Use Transparency 3: FUNCTIONS OF THE SPECIAL POPULATIONS COORDINATOR

7. Provide content from manual on this and discuss how each function is done either by a designated person or by many people at each institution allowing the participants to give their view of how it is done at their institution.

8. Ask how knowing the functions of the special populations coordinator indicates the necessary information/data which could/should be collected annually concerning the education and services for special populations students.

9. Ask participants to list on paper all of the rules and regulations from Perkins as they can think of which dictates a need for documentation on special populations.

10. Have participants break into groups and discuss their lists and add to one list to share with the full body of participants.

11. Give time for groups to share their "total list" with the full group.

12. Explain how the Perkins Act dictates specific areas of documentation and that these areas will be divided into specific topics for the remainder of the training.

PRESENTATION PLAN

Part II: The New Perkins Act

INTENDED OUTCOMES

Participants will be able to:

- Describe the categories/descriptions of educational program requirement and student needs requirements for data collection as dictated by the New Perkins Act;

EQUIPMENT

- Overhead Projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words.

PROCEDURES

1. Use Transparency 4: New Perkins

2. Explain how the reauthorization of Perkins stipulates how funds can be spent from basic grants.

3. Use and discuss Transparency 5: Targeting

4. Use and discuss Transparency 6: Additional Funds

   Explain that each of the agencies and funding sources would require data collection and documentation.

5. Use Transparency 7: Chart on Topic 1

   Explain that if there was a single form which provided for a total picture of special populations documentation, it would look like this chart and include a detail listing of all of the categories listed. Enlist participants comments on how each of these affect data collection, documentation, and monitoring.

   Explain that by looking at each of these topics, one can get details for the data that must be collected and evaluated for program improvement.

6. Use Transparency 8: Carl Perkins Act by Section

7. Pass out information pages from manual on this section for discussion.

8. A possible activity for this section would be to have participants divide into groups and then have each group develop a chart which would cover all of these sections in order to provide a documentation form. Have large, poster size paper for them to put final chart on in order to have each group share their chart with the entire group.

9. Use and discuss Transparency 9: Student Identification

   Include in discussion the fact that each area identified for use in student identification would require some form of data collection (e.g., class lists, AFDC lists, JTPA lists, etc.).

10. Summarize this section.

PRESENTATION PLAN

Part III: a. Provisions

INTENDED OUTCOMES

Participants will be able to:

1. Describe the categories listed under provisions by the Perkins Act including equitable participation, recruitment, enrollment, placement, and information.
   *Note: The provisions on Planning, Full Participation, and Fiscal Accountability will be included in a separate section for each.

2. Describe the rules and regulations associated with each of the provisions.

3. Explain the procedures/processes involved in each of the provisions.

EQUIPMENT

- Overhead Projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document.
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words

PROCEDURES

1. Use Transparency 10: Perkins Act Provisions

2. Using the listing on the Transparency 10, have each participant list a one sentence statement about what each provision means or refers to and then how that provision could/would require for data collection and documentation.

3. Have several participants share their statements/lists with the group and enlist discussion on each list and item listed.

4. Provide handouts or section of the manual on Provisions and discuss. *Note: The Planning, Full Participation, and Fiscal Accountability provisions will be in separate sections in this document.

PRESENTATION PLAN

Part III: b. Provisions - Planning

INTENDED OUTCOMES

Participants will be able to:

1. Identify and describe factors that facilitate coordination and linkage.
2. Explain the planning process.
3. Define and explain strategic planning.
4. Define and explain Comprehensive planning.
5. Explain Joint Comprehensive planning.
6. Explain the advantages of joint planning
7. List and explain a number of strategies for joint planning.
8. List and explain the documentation necessary in the planning process.

EQUIPMENT

- Overhead Projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies for the Transparency Section of this document.
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words

PROCEDURES

1. Divide the participants into groups and have each group take a Step in the Planning Process to brainstorm who, what, why, when, and how for their assigned Step.

   Have the group determine a person to explain their part to the group after brainstorming session.

2. Use Transparency 11: Steps in the Planning Process

   Explain any portions which were not fully covered by the participants' group reports.

3. Use Transparency 12: Worksheet #1

   Discuss and Explain Worksheet #1 and have participants share ideas on how they could use the worksheet.

4. Use Transparency 13: Worksheet #2

Discuss and Explain Worksheet #3 and have participants share ideas on how they could use the worksheet.

5. Use Transparency 14: Worksheet #3
6. Use and discuss Transparency 15: Advantages
7. Use and discuss Transparency 16: Strategies

PRESENTATION PLAN

Part IV: Full Participation

INTENDED OUTCOMES

Participants will be able to:

1. Define and explain assessment in relation to special populations.
2. Define and explain supplementary services.
3. Define and explain the provision of guidance and counseling for special populations.
4. Define and explain transition in relation to special populations.
5. Define and explain monitoring as required by the Perkins Act.
6. Explain the two accountability factors and the purposes of each.

EQUIPMENT

- Overhead Projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Read procedures and be able to provide information in your own words.

PROCEDURES

1. Use and discuss Transparency 17: Assessment of Special Needs
2. Use and discuss Transparency 18: Supplementary Services
3. Use and discuss Transparency 19: Guidance and Counseling
4. Use and discuss Transparency 20: Transition
5. Use and discuss Transparency 21: School-to-Work Transition
6. Use and discuss Transparency 22: Monitoring
7. Use and discuss Transparency 23: Accountability
8. Explain how each of these have indicated areas of needed data collection and documentation even though they all represented only one column on the Chart for Topic 1 - Perkins Act. Discuss and Explain Worksheet #2 and have participants share ideas on how they could use the worksheet.

PRESENTATION PLAN

Part V: Institutional Effectiveness Draft

INTENDED OUTCOMES

Participants will be able to:

1. Identify and explain the Draft Document for Institutional Effectiveness.
2. Identify and explain the documents which outline performance expectations in Texas' community and technical colleges including, but not limited to:

    a. State statute;
    b. Southern Association of Colleges and Schools;
    c. Technical Education Program Guidelines (TAG);
    d. Performance Measures and Core Standards for Postsecondary Technical Education Programs;
    e. Texas Academic Skills Program Policy Manual.

3. Identify and explain the documents which dictate the expectations in Texas including, but not limited to:

    a. Section 61.051, ***Texas School Law Bulletin***;
    b. Federal Perkins Act
    c. Senate Bill 642

4. Identify and explain uses for forms from the Institutional Effectiveness Draft.

5. Identify and explain uses for Sample Vocational Program Evaluation form.

EQUIPMENT

- Overhead projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words.

PROCEDURES

1. Use Transparency 24: Plan for Institutional Effectiveness Cover Page

    Discuss the document as a plan provided by the Texas Higher Education Coordinating Board to be used for program improvement and to provide needed forms and information for documentation, assessment and evaluation.

2. Pass out Figure 1 as a handout or a manual section. Divide the participants into groups and have them discuss the two pages and its meanings using the following criteria from Transparency 25:

    a. What do each of column titles mean?

b. Why are these considered to be "*critical elements of the state-level evaluation of institutional effectiveness*"?

Allow groups to come up with their own answers and then have them report their ideas to the total group.

3. Use Transparency 25: Figure 1

Discuss and explain any areas/documents not fully explained by the groups.

C. In groups, have participants share their ideas/concerns/methods for use in relation to the other forms provided in the institutional effectiveness section and then share highlights of the session with the group of participants.

D. Using each form/page of this section as part of manual or as handouts, make sure to ask if there are any specific questions still unanssered about these forms.

PRESENTATION PLAN

PART VI: OTHER DOCUMENTS

INTENDED OUTCOMES

Participants will be able to:

1. Identify and explain the documents which outline performance expectations in Texas' community and technical colleges including, but not limited to:

    a. State statute;
    b. Southern Association of Colleges and Schools;
    c. Technical Education Program Guidelines (TAG);
    d. Performance Measures and Core Standards for Postsecondary Technical Education Programs;
    e. Texas Academic Skills Program Policy Manual.

2. Identify and explain the goal statements for higher education found in the following documents:

    a. Master Plan for Higher Education (1993)
    b. Texas Educational Opportunity Plan (1989)
    c. Smart Jobs Training Plan (1992)
    d. Master Plan for Vocational and Technical Education (1991 Update)

3. Identify and explain the goals for public secondary education including the goals, the Academic Excellence Indicator System, the Results-Based Monitoring process, and the Recommended High School Program and its implications to program improvement at the postsecondary level.

4. Identify and explain uses for forms from the Institutional Effectiveness Draft.

5. Identify and explain uses for Sample Vocational Program Evaluation form.

EQUIPMENT

- Overhead projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words.

PROCEDURES:

1. Using transparencies, handouts or manual section, discuss the pages concerning the **Annual Application** and expected data collection needs.

2. Using transparencies, handouts or manual section, discuss the pages concerning the **Technical Assistance Guide** and expected data collection needs. Take special time to discuss the **Functions of the Special Populations Coordinator** as listed from the TAG.

3. Using transparencies, handouts or manual section, discuss **SCANS** and the implications associated with this.

4. Using transparencies, handouts or manual section, discuss the **Project Samples for SCANS Documentation.**

5. Using transparencies, handouts or manual section, discuss the **Project Samples for Special Populations Data Collection.**

6. Using transparencies, handouts or manual section, discuss the **Project Samples for Profiles.**

7. Using transparencies, handouts or manual section, discuss the sample **Employer Follow-Up Form.**

8. Discuss and explain the Higher Education Goals and Objectives. Make transparency or use handout or manual section.

9. Discuss and explain the Public School Education Goals, Objectives and Results. Make transparency or use handout or manual section.

10. Using a handout or the manual section pages, discuss with group the meaning and implications of the ***"Proposed Inventory of State-Level Performance Measures"***.

4. Use Transparency 26: AEIS

   Discuss the AEIS and its implications for secondary schools and for future planning at the postsecondary levels.

5. Use handout or manual section page and discuss the Recommended High School Program and its implications for secondary schools and postsecondary planning.

6. Use handout or manual section page and discuss the Results-Based Monitoring and its implications for secondary and postsecondary institutions.

7. Use handout or manual section pages and have participants read and consider what data would be necessary to complete such a document.

8. Summarize this session and explain that there are other documents which are included in the necessary documentation/data collection needs in relation to special populations which still need to be discussed.

PRESENTATION PLAN

PART VII: WORKSHOP DATA COLLECTION FORM

INTENDED OUTCOMES

Participants will be able to identify which portions of the document or that all of the document would be helpful to them in documenting annually the information collected on special populations at the institution.

EQUIPMENT

- Overhead projector
- Screen

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Read procedures and be able to present information in your own words

PROCEDURES

Using transparencies of each page of the document, discuss: Transparencies 27 - 35

a) what data would need to be collected;
b) who would be the person to contact for the information;
c) how the information could be used for improved student services, program improvement, and for funding purposes; and
d) why would the information be necessary for the special populations coordinator (designee)?

PRESENTATION PLAN

PART VIII: THE PROPOSAL WRITING PROCESS

INTENDED OUTCOMES

Participants will be able to:

1. Understand/know what typical funding agencies/sources are available.
2. Understand/know how to develop a plan of action for obtaining funds and writing a proposal.
3. Understand and develop the typical components of a proposal.
4. Understand and follow the evaluation/reader assessments of a proposal.
5. Write a typical proposal to a selected funding source.

EQUIPMENT

- Overhead projector
- Screen
- Chalkboard/Flipchart
- Large marking pens

PRESENTATION/MATERIALS

- Make appropriate transparencies from the Transparency Section of this document
- Reproduce handouts or provide manual sections
- Obtain sample *Requests for Applications* from ***Federal and Texas Registers***, and typical funding agencies (Texas Education Agency, Texas Higher Education Coordinating Board, etc.)
- Obtain sample forms for applications including **Evaluation Criteria/Readers' Score Sheets**
- Read procedures and be able to present information in your own words

PROCEDURES

1. Using transparencies, go over how to develop a plan to obtain funding. — Transparency 36,37,38,39,40,41
2. Using Activity Sheet 1, have participants complete the activity with a proposal topic of their choice and be prepared to share their ideas with large group when finished.
3. Using transparency, go over the major parts of a typical proposal. — Transparency 42
4. Using samples from the ***Federal and Texas Registers*** go over *typical* goverment/educational *Requests for Applications* and the *usual* requirements specified in the documents including the **assurances.**

ACTIVITY 1

With a group or individually:

1. Make a list of the funding sources available to you:

2. List the names of persons available to you:

   a. In the funding source or influencial with the source:

   b. For support/technical advice:

   c. As possible staff:

3. Where can you get documentation/information for your justification of need? List sources:

5. Using Activity Sheet 2, have participants complete the activity with a sample from one *Request for Applications* document. Allow for time to have each group/individual relate their findings and/or ask questions.

6. Using Activity Sheet 3, have participants complete the activity and then share with large group.

7. Using transparencies, discuss and explain the parts/sections/forms and the parts of each.

Transparencies 43, 44, 45, 46, 47

8. Using Activity Sheets 4 and 5, have participants complete the activity and then share with the large group.

9. Using a sample Proposal Score Sheet, have participants read and score the draft documents they have produced in the previous activities.

10. Provide the information from the manual or similar information pages, allow time for participants to review and discuss.

11. Have participants write a sample proposal to be reviewed by presenter on a specified date.

ACTIVITY 2

With your group or individually:

Using the sample provided from one of the registers, identify as many of the specifications as possible.

Purpose:

Funding Source:

Informational Sources:

Who must be involved/can write:

Selection Criteria:

Program Factors:

Possible Objectives:

DEVELOP A RATIONALE 3

Individually or in a group, complete the following:

Problem Statement

1. State the client group____

2. State the problem/need:________________________________

____

____

____

3. What is happening now:________________________________

____

____

4. What facts/laws/documentation can you identify:________________

____

____

(Be sure to identify what laws, Master Plan, State Plan areas the project would relate to and/or support.)

5. Have you or others working with you had success in working in this area before:

____

6. Now write a specific need statement:

PART IX: STAFF DEVELOPMENT

Use ***PRESENTATION PLANS*** from manual for staff development or the *SAMPLE* provided in this section titled, *RECIPE PLAN*.

PART I

RELATED TOPICS
Covered in Parts I - VIII

TOPIC 1: (11C)	Develop and maintain records that reveal, by re[porting (i.e., semester) period, measures of learning and academic and occupational competency gains of special populations students.
TOPIC 3: (11B)	Maintain records of Special Populations students in relation to state adopted core measures and standards.
TOPIC 6: (1D)	Gain knowledge of legislation and processes and the ability to compile and disseminate information on federal and state legislation that may influence public policies for improved services to members of special populations.
TOPIC 8: (3F)	Develop and maintain a record keeping system for recording services provided to members of special populations.
TOPIC 9: (3G)	Evaluate and/or maintain records of the educational progress of individuals who are members of special populations in technical and vocational programs.
TOPIC 10: (3A)	Compile and share information regarding State monitoring requirements related to special populations with appropriate campus personnel.

PART I: WHO ARE SPECIAL POPULATIONS?

According to the ***CARL D. PERKINS ACT*** the term *Special Populations* refers to *"individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."*

Academically disadvantaged (educationally disadvantaged):

For Public Education: An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, or fails to attain minimal general competencies may be considered *"educationally disadvantaged."* Failure to attain *"minimal general competencies"* is operationally defined as: (1) having failed to be promoted one or more times in grades one through six and continues to be unable to master the essential elements in the seventh grade or higher; (2) being two years below grade level in reading or mathematics; (3) having failed at least two courses in one or more semesters and not expected to graduate within four years of ninth grade entrance; or (4) having failed one or more of the reading, writing, or mathematics sections in the most recent TAAS test, beginning with the seventh grade. The definition does not include individuals with learning disabilities (MASTER PLAN - April, 1993).

For Higher Education: An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which a grade "A" equals to 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities (MASTER PLAN - April, 1993).

Economically disadvantaged family or individual:

For Public Education: A family/individual which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. A local education agency must use one or more of the following standards as an indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for free or reduced-price school lunch, (3) eligibility for Aid to Families with Dependent Children or other public assistance programs, (4) recipient of a Pell Grant or comparable state program need-based financial assistance, (5) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act, (6) eligibility for benefits under the Food Stamp Act of 1977, and (7) eligibility for services under Chapter I of the Elementary and Secondary Education ACT of 1965 (MASTER PLAN - April, 1993).

For Higher Education: Any family or postsecondary student who is qualified to receive a Pell Grant or other federal need-based financial aid (MASTER PLAN - April, 1993).

Limited English Proficiency (LEP):

For Public Education: A member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from career and technology studies to the same extent as a student who primary language is English. These persons may include: (1) individuals who were not born in the United States or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language (MASTER PLAN - April, 1993).

For Higher Education: Individuals who:

1. (i) were not born in the United States or whose native language is a language other than English;

   (ii) come from environments where a language other than English is dominant; or

   (iii) are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

2. by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate full in our society (MASTER PLAN - April, 1993).

Students who Participate in Programs/Activities designed to eliminate Sex Bias

Students participating in a nontraditional course which would be a career and technology education course where one sex is 75.1 percent to 100 percent of all students enrolled in that course at the state level.(MASTER PLAN - April, 1993).

Students who participate in programs who are in correctional institutions

A person who is participating in a career and technology education course who are in correctional institutions.

SPECIAL POPULATIONS COORDINATOR

FUNCTIONS OF THE SPECIAL POPULATIONS COORDINATOR

(Technical Assistance Guide - Appendix G)
September, 1993

The specific duties/functions of the **Special Populations Coordinators or persons designated with those responsibilities** include those specified by the Carl D. Perkins Act and has been presented in the ***Technical Assistance Guide (TAG)*** provided by the Texas Higher Education Coordinating Board. The specific description taken from the TAG are presented below:

1. Providing recruitment, enrollment and placement services to students who are members of special populations to assure equal access to full range of technical and vocational education programs.
2. Assisting individuals who are members of special populations, when appropriate, in the preparation of applications relating to admissions to technical and vocational education programs.
3. Monitoring the provision of technical and vocational education to ensure that disable, disadvantaged, and students of limited English proficiency have access to technical and vocational education in the most integrated setting possible.
4. Assisting in the development and dissemination of the required vocational program information for students who are members of special populations concerning: (1) the opportunities available in vocational education; (2) the requirements for eligibility for enrollment in such vocational education programs; (3) specific courses that are available; (4) employment opportunities; and (5) placement.
5. Providing members of special populations with an assessment of their vocational interests and aptitudes and with career counseling and guidance activities based on the data obtained in these assessments.
6. Provision of guidance, counseling and career development activities conducted by professionally trained counselors and teachers.
7. Coordinating the planning, placement and supplemental services for disabled students enrolled or intending to enroll in technical and vocational education programs.
8. Providing or assuring the provision of supplementary services for all members of special populations as follows: (1) curriculum modification; (2) equipment modification; (3) classroom modification; (4) supportive personnel; and (5) instructional aids and devices.
9. Provision of counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.
10. Coordination of the delivery of services with other service providing agencies.

PART II

PART II: THE NEW PERKINS ACT

■ Funding

The new **Carl D. Perkins Vocational and Applied Technology Education Act** of 1990, (Public Law 101-392) (Perkins Act) authorizes and provides financial assistance to states for vocational/technical education programs and leadership activities. The purpose of this Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

✓ Funding Allocation

Reauthorization has brought about many changes from the previous Carl D. Perkins Vocational and Technical Education Act. Among them are methods of allocating funds, an **increased emphasis on special populations, removal of set-asides, outcome-based evaluation, emphasis on the integration of academic and vocational/technical education, and targeting (limited) programs and/or sites where funds may be expended.** Priority must be given to targeting programs and/or sites with high concentrations of special populations students.

✓ Program Description

The new Perkins Act stipulates that basic grant funds must be used to provide vocational/technical education in programs that:

> are of such size, scope, and quality as to be effective;
>
> integrate academic and vocational/technical education through coherent sequences of courses so that students achieve both academic and occupational competencies; and
>
> provide equitable participation in such programs for special populations consistent with the assurances and requirements in Section 118 of the Act.

✓ Targeting Programs

✓ Purpose of Targeting

■ Targeting Populations

Targeting programs with high concentrations of special populations students is a priority in the Perkins Act. Once programs are targeted, special populations students in those programs must be provided the supplementary services needed for success.

The **purpose of targeting, or limiting, is to concentrate the funds in such a way as to show significant impact on students.** Previous legislation did not concentrate funds, making it difficult to put enough funds in one place to make a difference. The Perkins Act requires limiting the number of programs in which funds are spent. It is in these targeted programs that program improvement and supplementary services for special populations students are required. The appropriate blend between these two priorities will assure success of special populations students. Non-targeted programs are not eligible for such Perkins expenditures.

■ ADDITIONAL FUNDING AGENCIES/SOURCES

All students in Texas deserve quality vocational/technical education programs and services. Although federal funds cannot be expended in non-targeted vocational/technical programs, some students, particularly members of special populations, in these non-targeted programs will also need additional services in order to be successful. In these cases, it is recommended that local, state, and other federal funds (e.g. Job Training Partnership Act (JTPA) monies) be expended to provide needed services. For example, JTPA funds could be used for tutoring or Department of Rehabilitation Services funds could purchase adaptive equipment for students in non-targeted vocational/technical education courses. Coordination with other federal and state agencies is essential to maximize the use of limited financial resources.

✓ Non-targeted Programs

This part of the manual offers comprehensive information about programs and services for special populations students in accordance with the Perkins Act. Included are legislation, student identification, equitable participation, full participation, monitoring, accountability, and the process for following a student through the system. These guidelines are intended to assist those persons responsible in fulfilling state and federal requirements for serving special populations students in these programs.

CARL D. PERKINS ACT

Sections of the Perkins Act highlighted in this document include Title II, Sections 115, 116, 117, 235; Title III; and Title II, Section 118. Following are synopses of each section as specified in the legislation.

SECTION 115: STATE AND LOCAL STANDARDS AND MEASURES

✓ Statewide system of performance standards and measures

Each state is required to develop and implement a statewide system of standards and measures of performance for vocational-technical education programs. The system must include student measures of both academic and occupational outcomes. In addition, incentives or adjustments within the system which encourage services to special populations students.

SECTION 116: STATE ASSESSMENT

Each state is required to conduct a state assessment of its vocational-technical education programs. The State Plan reflects ways in which funds will address the issues identified in the assessment. Of the ten assessment areas listed in the Act, special populations are addressed in the following two:

- the ability of the eligible recipients to meet the needs of special populations with respect to vocational-technical education; and
- raising the quality of vocational-technical education programs in agencies with high concentrations of poor and low-achieving students.

SECTION 117: PROGRAM EVALUATION AND IMPROVEMENT

✓ Effectiveness of programs

Each recipient of Perkins Act funds must evaluate the effectiveness of the programs being conducted, based on the statewide system of core standards and measures of performance. As part of the evaluation, each recipient must focus on evaluating the provision of equitable and full participation of each special population. If recipients are not making substantial progress in meeting the standards and measures developed, they must devise a plan for program improvement for the next year. In so doing they must work collaboratively with instructors, community members, and students.

✓ Sufficient Progress

If sufficient progress in meeting the standards and measures has not been made after one year of implementing the improvement plan, a revised improvement plan must be developed. At this point state staff and members of groups who participated in the development of the original plan help to develop the revised plan. This plan will then be reviewed annually by staff members of the state educational agency. This review and

- Comprehensive Career Guidance and Counseling Programs (Title III, Part D).

Tech Prep (Title III, Part E) is excluded from Section 118 provisions. The Perkins Act, however, specified requirements for special populations students in Tech Prep projects. They are:

✓ Tech Prep

- to provide equal access to the full range of Tech Prep education programs to individuals who are members of special populations, including the development of Tech Prep education program services appropriate to the needs of these individuals so that these individuals have an opportunity to enter Tech Prep education that is equal to the opportunity aforded to the general student population; and
- to provide preparatory services that assist all populations to participate in Tech Prep education programs.

Preparatory services means services, programs, or activities designed to assist individuals who are not enrolled in vocational-technical education programs in the selection of, or preparation for participation in, an appropriate vocational-technical education training program. Preparatory services may include, but are not limited to:

✓ Preparatory Services

- services, programs, or activities related to outreach to, or recruitment of, potential vocational-technical education students;
- career counseling and personal counseling;
- vocational assessment and testing; and
- other appropriate services.

Funding for these provisions comes from Title III, Part E funds.

SECTION 118: CRITERIA FOR SERVICES AND ACTIVITIES FOR INDIVIDUALS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Section 118 requires each eligible recipient, in support of members of special populations, to provide the following: assurances of equal access, provision of information, other assurances for targeted programs, and participatory planning. An explanation of each of these follows:

Assurances of Equal Access

Each eligible recipient that receives assistance under Title II shall assure that:

✓ Equal Access

- Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

✓ Full Range of Programs

- Individuals who are members of special populations will be provided with equal access to the full range of vocational-technical education programs available to individuals who are not members of special populations, including occupational specific courses of study, cooperative education, apprenticeship programs, and, to the extent practiable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

- Students with disabilities shall, with respect to vocational-technical education programs, be afforded the rights and protection guaranteed such students under Section 504 of the *Rehabilitation Act* of 1973. Such rights and protection shall include making vocational-technical education programs readily accessible to eligible students with disabilities.

✓ Section 504

- Vocational-technical education planning for students with disabilities will be coordinated between appropriate representatives of vocational-technical education and state vocational rehabilitation agencies.

✓ Agency Coordination

- The provision of voational-technical education to students with disabilities will be monitored to ensure access to vocational-technical education in the most integrated setting possible.

✓ Most Integrated Setting

- The provision of vocational-technical education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.

✓ Disadvantaged and Limited English Proficient

Provision of Information

✓ Early Information

Each eligible recipient shall provide to each individual who requests information concerning, or seeks admission to, vocational and technical education programs offered by the institution, and, when appropriate assist in the preparation of applications relating to such admission, information concerning:

☞ the opportunities available in vocational education;
☞ eligibility requirements;
☞ specific courses that are available;
☞ special services that are available;
☞ employment opportunities; and
☞ placement information.

To the extent practicable, this information should be in language and form that the students can understand.

Assurances

Each eligible recipient that receives assistance under Title II shall:

☞ assist students who are members of special populations to enter vocational-technical education programs;

✓ Assist Students

☞ assess the special needs of students participating in programs receiving assistance with respect to their successful completion of vocational-technical education programs in the most integrated setting possible;

✓ Assess Students

☞ provide supplementary services to students who are members of special populations, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aides and divices;

✓ Provide Supplementary Services

☞ provide guidance, counseling, and career development activities conducted by professionally trained counselors and instructors who are associated with the provision of such special services; and

✓ Provide Guidance Services

- provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

✓ Provide Transition Services

Participatory Planning

Under the profisions of the Perkins Act, the eligible recipient shall:

- establish effective procedures by which students, instructors, and area residents concerned will be able to directly participate in local decisions that influence the character of programs and
- provide technical assistance and design such procedures to ensure that these individuals are given access to the information needed to use such procedures.

✓ Participatory Planning

■ Student Identification

✓ Identification of Students in Non-targeted Programs

The identification of students who are special populations is a crucial step in a comprehensive system of education and services. The identification of such students is required in both targeted and non-targeted programs. To identify students in non-targeted programs, using data already available such as developmental class lists, Pell Grant recipients, and economic need-based program recipients (e.g., Aid to Families with Dependent Children list, Job Training Partnership Act eligibility list) and class lists which indicate a nontraditional based on gender participant is recommended for postsecondary educators. For secondary educators, it would be students on remedial class lists, special education lists, and economic need-based lists (e.g., free/reduced lunch lists, Aide to Families with Dependent Children lists, Job Training Partnership Act eligibility lists) and class lists which indicate a nontraditional based on gender participant.

✓ Identification of Students in Targeted Programs

In targeted programs, a more comprehensive identification system is necessary. For targeted programs, it is recommended at postsecondary institutions that information such as assessment data, grades, instructor referrals, developmental class lists, and lists of economically disadvantaged students, as well as other appropriate information, be sued for student identification. Some students may meet multiple criteria and should be so identified for reporting purposes. At secondary institutions, it is recommended that similar information and data be maintained. The criteria describing each category of special populations students are used to identify special populations.

SUMMARY

Identifying and serving students who need assistance to enter, participate, and succeed in career and technology programs is a major responsibility. This type of planning involves teamwork with the institution to develop and implement ongoing activities to benefit students. Also, collaborative efforts are necessary with other agencies, service providers, business and industry representatives, and other appropriate members of the community. On going evaluation of services, determination of unmet needs, and expansion or development of new services based on student need are continual processes.

PART III

PART III: PROVISIONS

The Perkins Act identifies provisions that must be made to enable special populations students to succeed in career and technology education courses. The following outlines required activities for all career and technology education programs.

■ Equitable participation

The Perkins Act require that all educational agencies provide **equitable participation** for members of special populations in career and technology programs. **Equitable Participation** means providing members of special populations with an opportunity to enter a career and technology program that is equal to that for the general student population.

Within the Perkins Act, some activities are required for all such programs and some for only targeted programs. Activities which must be completed for all programs include 1) recruitment, enrollment and placement; 2) provision of information; and 3) participatory planning.

1) Recruitment, Enrollment, and Placement

Recruitment, enrollment and placement activities must provide equal access for all students, including those with disabilities, disadvantagements or limited English proficiency and nontraditional enrollees or persons who have been incarcerated. Equal access to vocational-technical education programs is exhibited when:

- vocational class enrollment has approximately the same make-up, by ethnic background, disadvantagement, disability and gender an the enrollment of the total student body;
- members of special populations have equal access to programs which are over-enrolled; (Where the number of students requesting a specific program is greater than the program can serve, the class enrollment figures and the waiting list figures should show approximately the same proportions of members of special populations.)
- entry requirements do not adversely affect access for members of special populations to vocational-technical education programs; (Entry requirements and/or admission criteria must be tied to job requirements in the community instead of past attendance, academic achievement, or English proficiency.) and
- special population students are enrolled in all types of vocational-technical education programs including occupational specific courses, cooperative education, internships, and Tech Prep programs.

Outreach and recruitment provide a tremendous opportunity to market vocational-technical education and should be priority activities to promote equitable participation for members of each special populations category.

The Perkins Act places special emphasis on the outreach to, and recruitment of, special populations students into quality vocational-technical education programs. Before appropriate outreach and recruitment activities can occur, it is necessary to gather baseline data for individual groups of special populations within the community served. For example, if a large limited English proficient population exists in the community, but few are represented in vocational-technical education, outreach and recruitment should be a priority for this population.

Personnel assigned by the college and the special populations coordinator have joint responsibility for recruitment. The ideal recruitment strategy finds instructors, counselors, coordinators, and administrators involved in a collaborative effort. In some cases, specific personnel have been hired for recruitment.

The first steps in developing outreach and recruitment strategies should be to:

- ✓ identify the target population(s) so recruitment strategies are successful,
- ✓ know where to locate these populations,
- ✓ know the job market and what employers need from their workers, and
- ✓ be aware of projected workforce needs.

The Perkins Act requirement regarding information dissemination coordinates release of information to applicants and anyone requesting information with strategies for outreach and recruitment. While information dissemination is an essential part of the recruitment effort, it **does not constitute the total recruitment program.**

2) Provision of Information

The Perkins Act states that each educational agency shall provide to applicants and all interested individuals information concerning:

- the opportunities available in career and technology education,
- eligibility requirements,
- specific courses that are available,
- special services that are available,
- employment opportunities, and
- placement.

Educational institutions must address all areas of information in the information dissemination process. The level of specificity may vary based on availability of information. It may be necessary to list placement and employment opportunities by program cluster rather than specific program. Rather than specific data, it may be necessary to list ranges such as high, medium or low. More specific data should be incorporated as they become available.

The following are acceptable options to providing this information:

- All information may be in a brochure designed specifically for this purpose; outreach and recruitment or public relations brochures containing all information would also be appropriate.
- All information may be in a separate section of the course or college catalog; it should be easily identifiable to students.
- The combination of a brochure and course catalog may suffice; the brochure might have all the information with the exception of a list of career and technology courses and eligibility for those courses.

Students may need to be assisted in using this information. The information should contain all options open to students and should, to the extent practical, be in a language that students understand.

3) PLANNING

Factors That Facilitate Coordination and Linkage

Studies have revealed that the following strategies or factors have facilitated coordination and linkage between Carl D. Perkins and other entities in serving individuals who qualify for classification as a Special Populations member.

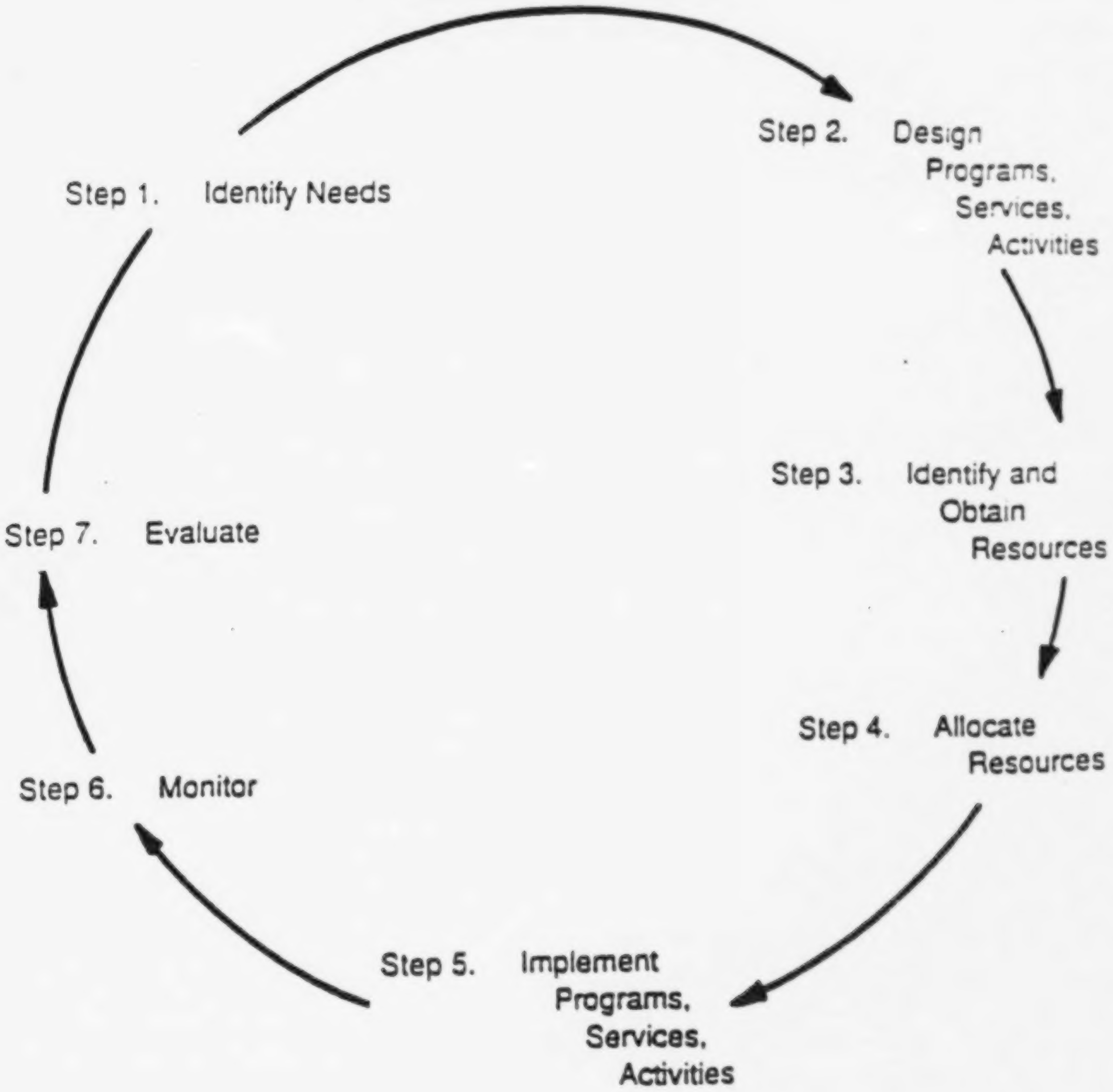
- Leadership at the state or regional level
- Improved communications and trust
- Willingness of people to cooperate
- Shared representation on committees and task forces
- Knowledge of the other program; law, rules, regulations, purposes, allowable activities
- Sharing of instructional resources
- Sharing of program planning and relevant information
- Joint planning
- Joint programs

Implementing or using all of the above factors may appear as a nonachievable objective. Successful efforts to implement or utilize the factors must be evident. Implementing or using all of the factors for coordination and linkage can be achieved through the process of planning.

The Planning Process

A great number of designs and systems have been developed, advocated, and used as a process for planning. The term process has been defined and interpreted as a specific method, involving sequential steps of operations, for completing an assigned task. A process for planning is depicted graphically in Figure 1. The reason for this graphic depiction is that it shows sequential steps but is not restricted to a single method for carrying out the process. The process as presented permits the use of a variety of planning methods such as comprehensive planning, strategic planning, tactical planning, and joint planning. Planners of occupational education and training programs and related support services have traditionally approached the process of planning and development in a logical and organized manner; that is, systematically. Being systematic, however, is not the same thing as applying a systemic approach that includes needs analysis, strategic planning, tactical planning, and planning for management control. As used here, needs process format chart analysis means the process of identifying and determining priorities of needs. Determining or assessing the needs of Special Populations students to enroll, participate, and succeed in occupational preparation programs and enter employment is a prerequisite for planning to serve special populations. Strategic planning involves the acquisition of resources -- existing, new or from other sources, or combined sources -- to meet the identified need(s).

THE PROCESS OF PLANNING



Step 1. Identify Needs
Step 2. Design Programs, Services, Activities
Step 3. Identify and Obtain Resources
Step 4. Allocate Resources
Step 5. Implement Programs, Services, Activities
Step 6. Monitor
Step 7. Evaluate

Figure 1

Strategic planning is essential when established criteria for the allocation of financial resources have been mandated by governmental bodies. The objectives of financially assisted programs, services, and activities at the state, regional, and local levels. Tactical planning

relates to the allocation of resources among programs, services, and/or activities designed to meet the identified needs.

In order to maximize the benefits of strategic and tactical planning, both of which involve the procurement and use of resources, it is essential that the holders and users of those resources make a comprehensive planning effort for the maximum effective and efficient use of all available resources to meet the needs of targeted populations.

Comprehensive planning is essential when three or more governmental bodies or divisions or departments of an educational institution are providers of similar programs, services, and activities for the same targeted population. Internal comprehensive planning involves planning at the institutional level by representatives of all entities of the institution having resources and/or responsibility for serving all members or a specific category of Special Populations.

The concept of comprehensive planning for meeting the education and training needs of special populations must have a sound base, be clearly defined, and be meaningful to the planners and decision makers. L. S. Wright, in his paper "Developing Comprehensive Planning in State Education Agencies" (B.S. Furse, ed. Salt Lake City: Utah State Board of Education, 1969) defines comprehensive planning as:

> **... a process of designing programs and allocating resources to achieve specific objectives, then modifying and improving those activities through continuous evaluation of how well the objectives are reached. It requires utilization of all available and applicable technologies, widespread involvement of those concerned with the results of planning -- those who design and operate the system, those who pay the bills, those who are affected by the system, those who -- in other agencies -- have overlapping and/or related responsibilities and those who control or tap needed resources -- and mechanisms for facilitating and coordinating the highest quality planning.**

This definition shows that comprehensive planning requires the involvement of different entities at different levels. It requires a realistic involvement of all entities with available resources and delivery capabilities for meeting the academic and occupational education and training needs of defined populations. Comprehensive joint planning would occur when two or more institutions, agencies, or organizations plan together at the same geographic or regional area.

Planning is an administrative function essential to making decisions ... decisions that will be required in developing, implementing, and evaluating programs, services, and activities to meet the identified needs of a defined population. Planning must be continuous.

Any local educational institution which attempts to meet the occupational education and training needs of special populations must use the process of comprehensive planning within and across each of its own departments or divisions. Comprehensive planning at the institution should occur prior to being involved in joint planning with an external entity serving the same population(s).

The basic steps of planning for comprehensive planning within the institution and for joint planning with external agencies or organizations are the same.

STEPS OF THE PLANNING PROCESS

STEP 1. IDENTIFY NEEDS

a. Identify Populations to be Served

Each division/department or project director identifies the number of special populations who desire and/or could benefit from occupational education and training and related services to access and benefit from occupational education.

Each division/department and project director identifies the number of individuals who qualify as a member of special populations.

Worksheet #1 provides a format for tabulating the number of disadvantaged.

b. Identify Needs of Population

After the individuals have been identified by classification, the next step is to identify the needs of the special population by each sub-category of the population. The overall purpose of this is to identify the related occupational education and job training needs of the special population. The needs of the special population could include:

☐ assessment of each person's interests, abilities, occupational aptitudes, and educational achievement
☐ basic skills training
☐ employability skills development
☐ occupational exploration
☐ information about occupations and occupational requirements
☐ opportunities for obtaining occupational training
☐ opportunities for jobs in identified occupations
☐ health care
☐ child care

WORKSHEET #1
PSI

Division or Department: (check only one)

____ Adult and Continuing Education
____ Programs for Special Populations
____ Other: (specify other) ______________________________
____ Occupational/Technical Education
____ Student Services

Number of clients identified by this Department or Division by disadvantaged condition.

Disadvantaged Condition*	Number of Clients		Source of Information		
	M	F	Walk-Ins	Recruited or Surveyed	Referral by Admissions or Student Assistance
Economic • Handicapped • Unemployed • AFDC					
Academic					
Limited English Proficient					
Migrant					
Immigrant (legal)					
Single Parent/ Homemaker					
Total M and F					
TOTAL					

* Do not duplicate count. If a participant or currently enrolled student is both economically disadvantaged and academically disadvantaged, count as economically disadvantaged only. If an individual is both a single parent and economically disadvantaged, count as economically disadvantaged only.

Note: This document is not to be used for reporting purposes but for planning purposes only. For reporting, all disadvantaged conditions are recognized and students are identified in each category for which they are eligible.

☐ transportation aid
☐ other support, preparatory, and supplemental services

Worksheet #2 provides a format for tabulating services needed by an individual to enroll and benefit from occupational education.

c. Identify Priority Occupations

The State Board for Vocational Education will identify priority occupations of the state and disseminate the list of priority occupations to local education agencies (LEAs) and educational institutions within the state.

d. Identify Needs of the Labor Market

Each year the training needs of the labor market are developed through joint efforts of the Texas Employment Commission, Texas Department of Commerce, and the State Occupational Information Coordinating Committee by Regional Quality Workforce Committees. Institutions may update the labor market information for their respective service areas by conducting local occupational surveys. The training needs of the labor market of the Quality Workforce

Committee must be shared with every provider of occupational education and job training programs within the region if joint planning is to be achieved.

STEP 2. DESIGN PROGRAMS, SERVICES, AND ACTIVITIES

e. Design Potential Programs, Services, and Activities

During this step of the planning process entities should design programs, services, and activities to assist individuals of the special population to succeed in the occupational preparation programs. As each existing and potential resources needed to conduct the proposed program, services, and activity must be identified.

Worksheet #3 provides an example of a format that may be used in planning to provide services needed by special populations students.

f. Meet Together and Develop Joint Plan

The tentative designs or plans should be discussed by the staff of the institutions. This brings about comprehensive planning which identifies new or additional resources and will identify gaps in and barriers to the plan.

g. Disseminate Summary of Plan

A summary of the tentative plan for meeting the needs of the special population should be submitted to the respective department/division and project administrators of the educational institution.

WORKSHEET #2

Support Services Needed by Disadvantaged Classification

Number Needing Support Service

Support Service	Academic		Economic		Handicapped		Single Paren Homemaker		AFDC Recipien		Limited English Proficien	
	M	F	M	F	M	F	M	F	M	F	M	F
Financial Assistance												
Academic Assessment												
Vocational Assessment												
Basic Skills												
English as a Second Language												
Books, Tuition												
Career Counseling												
Personal Counseling												
Transportation												
Child Care												
Health Care												
Housing												
Job Skills Search												
Job Placement												
Follow-Up												
Other (list)												

WORKSHEET #3
MODEL PROGRAM DEVELOPMENT WORKSHEET

Target Population:

OBJECTIVE:

COMPONENTS/ACTIVITIES:	RESOURCES BY ACTIVITY
Intake/Recruitment	
Individual Vocational Assessment	
Counseling/Guidance	
Student Services/Support Services	
Remediation/Basic Skills/ESL	
Vocational Training/Instruction/Lab	
Employability Skills	
Job Development/Placement Activities	
Follow-Up	
Other (Identify)	

SUMMARY/OVERVIEW OF MODEL PROGRAM:

STEP 3. OBTAIN RESOURCES

h. Identify Resources

The new and additional resources identified in the plan should include financial assistance. The basic sources of financial assistance and resources to the educational institutions for serving special populations include: Carl Perkins, JTPA, Texas Employment Commission, U. S. Department of Education, Texas Rehabilitation Commission, and the Texas Department of Human Services.

STEP 4. ALLOCATE RESOURCES

i. Decide How to Best Allocate Available Resources

Upon approval of the applications or response to requests for proposals, it may be determined that all requests were not approved. This will require the deletion of some proposed programs, services, and activities. Or by technical planning with a respective institution or other entities, a sharing or reallocation of resources will be appropriate for reinstating the deleted programs, services, or activities.

During the allocation of resources, it is essential that planning for management control be implemented. A plan for management control must be developed and implemented to assure that the allocated resources are used in accordance with the specific purpose for which they were allocated. If funds are allocated for 50 percent of a counselor's time to provide job counseling for the special population then schedules should be developed to assure that the counselor spends 50 percent of his/her time providing job counseling to the special population students. A procedure for documenting the 50 percent time (a time and effort record) must be developed and maintained.

STEP 5. IMPLEMENT PROGRAMS, SERVICES, AND/OR ACTIVITIES

j. Implement the Plan

Implementation is achieved by putting the plan into action. If joint planning has occurred between the institution and other entities, then the implementation will be done cooperatively by the educational institution linking the performance of the institution to the requirements of Carl D. Perkins, and other cooperating agencies.

STEP 6. MONITOR

k. Monitor for Compliance

Monitor to ensure compliance with Acts, rules and regulations promulgated from the Acts.

STEP 7. EVALUATE

l. Evaluate the Outcomes

Evaluation of the programs, services, and activities are performed to determine if the needs of the special populations have been met as planned. The results of the evaluation are used in reporting to the respective funding agency and for information essential in determining performance measures achieved. The evaluation results are also used in planning for the following year.

Joint Planning Advantages for Educational Institutions

1. Early identification of eligible population. Entities within an SDA must identify and qualify potential participants.

2. The more eligible special populations identified and served, the more federal money will be available. Formula allocated monies are based in part on numbers served. Increase the number and it will result in qualifying for additional money.

3. Will be able to serve more when expenses are shared. If two or more programs share the cost of serving special populations, a greater number can be served for a longer period of time.

4. With two or more systems working together, greater retention of these students will result. Because of additional services offered to special populations retention will be more likely.

5. Greater array of services will be available. By offering additional services through Carl Perkins funds, a greater expansion or extension of services will be made available.

6. Better serve local labor market needs. With entities working together the most up-to-date labor market information can be shared and utilized.

7. Can do co-surveys and needs assessments which will help alleviate load. Presently local education agencies, educational institutions, entities within an SDA, and others are performing needs assessments. By working together and combining all needs on one format, the needs assessment information and activities need not be duplicated by each entity, saving time and effort, as well as presenting a unified front for the private sector.

8. Placement activities and follow-up activities enhanced. With more than one entity working on placement and follow-up activities, there is a greater opportunity for the achievement of positive placement in employment and the creation of successful tracking systems.

9. Prioritization of services will be easier and retention of students will be greater. Because more than one entity will be accessing needs and prioritizing services, a more effective prioritization of services can be planned.

10. Increases credibility with private sector cost and effectiveness. Working together can create a "united front" presented to the private sector.

11. Maximizes uses of campus facilities and staff. Shared costs of training and services can provide savings for all entities involved.

Agencies can collaborate through joint planning for better and more cost-effective delivery of occupational education/training and related services to students if they understand and agree on the purposes of their collaboration. Any effort to collaborate in the delivery of services of Carl D. Perkins and other agencies responsible for serving the special populations should include these purposes:

- Focus on same population. Entities must agree that collaborative efforts are best for the targeted populations and for program effectiveness.

- Define responsibilities and authority. Collaboration between and among providers and funding agencies can only be achieved when each has a clear understanding of legal requirements and organizational structures and when misunderstandings about responsibilities and functions are removed. Then the highest quality of services to students is achieved.

- Establish effective communications. Collaboration requires constant communication among the coordinating agencies and the students. Communication is required for sharing of information, creating public awareness, and the building of rapport.

Effective collaboration among entities serving the special population enhances the quality and impact of services to the student. It further increases resources for both providers and students and reduces cost of services by eliminating duplication.

There are a number of strategies that can be used to achieve coordination and linkage through joint planning:

1. **Identify entities** who have been designated responsibilities and/or authority for meeting the needs of the targeted population to be served.

2. **Establish contact** with the directors of projects or programs using federal funds and discuss common problems in meeting the needs of the targeted population. Initial contact should be made as early as possible prior to the date for which training, plans and applications must be submitted by each entity to the respective state agencies. The initial contact should be made to arrange for a joint meeting of the administrators of the collaborating programs and projects.

    - Identify individuals that should participate in first meeting.

    - Specific purposes of the meeting
        -- Establish areas of coordination and collaboration
        -- Set mutual goals and objectives for joint planning and delivery of services
        -- Define roles and delineate responsibilities for future activities
        -- Prepare schedules for subsequent meetings for joint planning efforts

3. **Maintain communications** during the planning period and plan for shared participation in the delivery of services. Joint planning is basically the sharing of information as each entity develops their respective plans for the same populations prior to the plans being submitted to the state agencies as applications for funding. Sharing of information is best done by personal interaction. Regular meetings should be scheduled for sharing information compiled during each of the six basic steps of the planning process. It is anticipated that four to six planning meetings should be scheduled for completion of Steps 1 and 2 of the planning process.

4. **Develop networking skills:** Networking is essential to identifying other organizations, educational institutions, governmental agencies, and individuals with whom collaborative efforts may be developed to obtain resources or services to meet the occupational education and training needs of the special populations.

SUMMARY

This section has only touched the surface on the "how-to" of comprehensive and participatory planning at the institutional level for developing intra-institutional coordination and linkages to serve special populations. This process can be expanded when you are ready and there is a need for joint planning with other funding sources (legislation) and state and local entities to increase earnings of women by the elimination of gender bias and stereotyping in occupational preparation programs.

PART IV

PART IV: FULL PARTICIPATION

All eligible recipients must ensure the full participation of members of special populations in targeted programs by providing supplementary services and other activities necessary for the student to succeed in career and technology education courses. These include assessment of special needs, the delivery of supplementary services, guidance and counseling, and transition.

Assessment of Special Needs

Assessment is, by definition, an integral part of effective support services, instruction, and transition for students. To help ensure student success in career and technology education programs, the Perkins Act requires that special needs of students in targeted programs be assessed. This means that individual needs of students must be identified and addressed.

✓ Comprehensive Profiles

Assessment of special needs provides comprehensive profiles of students' strengths and limitations. It contains specific recommendations for remediating deficit areas and making optimal use of students' interests and abilities. When done appropriately, assessment facilitates the most appropriate program placement and maximizes their potential for success within those programs. Most importantly, assessment helps students to develop a better understanding of themselves and their abilities to perform more effectively on the job.

✓ Portfolio Approach

Traditionally, standardized and locally-developed paper and pencil tests have been useful in determining student knowledge before, during, and after instruction. Demonstration of specific job-related tasks may also highlight special abilities and needs. Inventories which indicate learning styles and types of intelligence add broader dimensions to student profiles. Projects, interviews, observations, essays, student self-evaluations, and drawings are among many reporting practices possible. Organization of these data may be accomplished by a portfolio approach, a collection of various pieces of work showing evidence of knowledge, interest, and skill on a particular subject. The bottom line for effective assessment is to identify and meet the student needs.

Supplementary Services

Supplementary services involve a wide array of possibilities. These supplementary services include special populations coordinators, tutoring, notetaking, instructional assistants/paraprofessionals, special instructional materials, developmental instruction, special or adaptive devices/equipment, laboratory fees and supplies, vocational English as a second language instruction, English as a second language instruction, interpreting, mentoring, support groups, dependent care, transportation, and other services deemed appropriate. For specific approved methods and explanations of these services, one needs to refer to the Technical Assistance Guide provided by the Texas Higher Education Coordinating Board or to the Special Populations Guide provided by the Texas Education Agency.

✓ Methods for Providing Services

Guidance and Counseling

Career preparation and placement in jobs aligned with students' interests, skills and abilities are goals of career and technology education. Particularly for students with special needs, early and consistent guidance/counseling activities facilitate quality program planning and positive student attitudes. The Perkins Act ensures this service to special populations students in targeted programs by specifying that:

✓ Guidance Services

- *guidance, counseling and career development activities be conducted by professionally trained counselors and instructors who are associated with the provision of such special services.*

By implication, the individualized career planning process (CAREER PATHWAY) helps students achieve the goals of career preparation and placement. It is recommended that this process begin with students receiving information on career opportunities and career and technology education prior to entering technical training. Also recommended are activities such as interest inventories and the development of a Individualized Career Plan. The process concludes with follow-up on the success of the student's employment.

✓ Individualized Career Plan

STEPS FOR IMPLEMENTING CAREER DEVELOPMENT GUIDANCE

Understanding

1. Comprehend why change is taking place in society and in schools
   - Impact of global economy
   - Changing labor force needs
   - Ineffectiveness of present educational system
   - Renewed emphasis on career options
2. Learn about new opportunities that prepare students for life after school
   - Basic skills
   - SCANS
   - Integration of academic and vocational instruction
   - Tech Prep
   - Authentic Assessment
   - School-to-work opportunities

Planning

3. Seek help and advice to plan a comprehensive career guidance program
   - Identify a coordinator
   - Form committees
     - Steering Committee (internal organization: counselors, principals, teachers, students, curriculum coordinator, special populations representative)
     - Advisory Committee (external organization: parents, business and industry representatives, school board members, community organizations, other educational institutions' representatives)
     - Subcommittees (membership from above committees)
4. Assess the current status and unmet needs of the current guidance program
   - Survey students, parents, teachers, community to identify desired status and unmet needs
   - Identify unmet needs
   - Analyze current guidance program to determine gaps in guidance program
5. Identify career development information and resources necessary to address the unmet needs
   - Determine what needs to be done (i.e., establish competencies, standards, indicators, evaluation methods, mission statement, resources, curriculum, partnerships, etc.)
   - Determine how to accomplish goals and establish timeline for achieving goals
   - Identify and involve key players (i.e., teachers, administrators, parents, community leaders)
   - Determine costs, staff resource needs, staff training needs, etc.

Developing

6. Revise guidance program within a developmental guidance model
   - Integrate career awareness, K-5; career orientation, 6-8 grades; career exploration and preparation, 9-12 grades, career development/enhancement, adult
   - Develop guidance program content which will include staff allocations, time commitment, curriculum materials, resources, student activities, parental involvement, and business and industry participation
   - Provide a systematic career planning process for all students
7. Design evaluation criteria and procedures, including process and product evaluation specifics

Implementing

8. Coordinate the schoolwide implementation of all components of the comprehensive career guidance program for all students.
   - Involve committees/subcommittees to sell program to significant others
   - Hold public informatin meetings
   - Conduct staff development/training
   - Carry out program activities
   - Monitor program implementation
9. Evaluate program (i.e., monitor student achievement, program effectiveness, identify strengths/weaknesses
10. Revise program to address deficiencies/problems identified in evaluation.

The counselor participates as the facilitator and works cooperatively with other staff personnel (e.g., career and technology educators, resource specialists, and the special populations coordinator) to accomplish a variety of activities. Among these activities are:

- the provision of information to students regarding career and technology opportunities;
- assessment of students to determine their interests, aptitudes, achievements, and special needs, using a variety of reporting methods;
- use of an individualized career planning process;
- individual guidance to assist students make appropriate program choices based (career majors and electives) upon assessment information;
- plans for completion of a program sequence with needed supplementary services and resources;
- records of extracurricular activities and work experience;
- activities which facilitate the transition from education to work or further training/ education; and
- follow-through on students' progress with subsequent modifications.

Individualized career planning activities provide the basis for successful student training, placement, and continued employment. Additionally, individualized career planning should incorporate transition activities at appropriate stages in the student's education program.

Transition

One of the goals of career and technology education is to help students obtain employment that provides for economic self-sufficiency and career advancement. Transition to employment is an integral part of long-range career planning. Though occurring naturally for many students, transition may be more difficult for those who are economically and/or academically disadvantaged, persons with disabilities, students with limited English proficiency, persons who are incarcerated, or enrolled as students in nontraditional programs.

The Perkins Act specifies that students receive:

- counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

To facilitate transition for students from secondary or postsecondary education, working relationships are essential among community college staff, special populations coordinators, resource specialists, instructors and representatives from community agencies and business and industry. There is a need to take increasingly active roles to:

- recruit special populations students;
- facilitate their success through support services;
- to assist them as they move from formal education to employment opportunities.

What is Transition?

The transition from school to employment and/or advanced training is a process involving a broad array of services, and builds upon a variety of personal experiences and choices. Transition involves a partnership of students, community agencies, and educational systems. The process of transition results in optimum employment, wherein an individual receives services beyond mere placement into a job, and ultimately achieves career goals.

Who Are Disadvantaged Students?

Vocational students who are disadvantaged according to the Carl D. Perkins Vocational Education Act of 1984, are those whose economic, academic, or limited-English-proficient circumstances are barriers to learning. These barriers often affect students' abilities to adjust to social and work expectations outside the environments of their families and communities. The transition process for the disadvantaged must provide opportunities for these students to overcome the barriers, and to successfully integrate their strengths within society.

.Characteristically, there are numerous points at which disadvantaged individuals may exit the educational system. These dropout points must warrant serious consideration in any transition planning.

When Should Services Be Offered?

Transition programming should follow and support disadvantaged students from entrance into vocational education through significant passages into the world beyond school. Early school leavers can be counseled to consider alternatives and consequences of dropping out. Persons who have dropped out and wish to re-enter may be guided to obtain supplemental educational services such as GED coursework, adult basic education, or adult re-entry programming if needed to achieve their career goals.

What Are The Components of Effective Transition?

Years of educational research indicates that education and efforts for change are most effective when they build upon and expand the base of students' experiences and strengths. Accordingly, transition services must build on information obtained from assessment activities conducted early in the students' high school years. This information will provide a baseline for the transition components described below - planning, work experience, job development, and follow-through.

1. **Transition Planning** ideally begins early in students' high school years, and includes the use of the individualized Career Plan and such activities as job fair/career days. Training in study skills, organizational skills, cultural/environmental perspectives, work ethics and attitudes, money management, and time management may be important in this state as well.
2. **Work Experience** may overlap the Transition Planning and Job Development components, but provides students with appropriate job skills and behaviors through job shadowing, cooperative work training, apprenticeships, career internships, and on-the-job training.
3. **Job Development** is the component in which educational and community personnel collaborate to make available specific employment options in the world beyond school. Placement services, job coaching and job clubs are activities which may be included to insure appropriate job acquisition.
4. **Follow-Through** is a support for students as they learn, maintain, and copy with the challenges of further educational training or employment. It is in this phase that service providers can help students link with agencies, obtain financial aid information, provide follow-up assistance for difficult situations, initiate opportunities to learn additional conflict management and teaming skills, and receive small group support.

Who Is Responsible For Initiating And Coordinating Transition Services?

Responsibility for transition initiation and follow-through must be coordinated in each regional vocational system and/or community college. Leadership for specific transition activities may be offered to disadvantaged individuals and small groups of students by guidance counselors, vocational instructors, special needs coordinators, cooperative educational coordinators, pre-employment coordinators, academic advisors at community colleges, or persons in newly-created transition specialist positions.

The most effective and consistent service to significant numbers of students will be provided by a team which is initiated and led by one of the individuals previously mentioned. This team will include in its membership students and representatives from agencies and systems who must cooperate for students' successful transition.

The team process is of obvious benefit to all involved. Cooperation and conflict resolution are modeled, articulation is promoted, concerns become shared responsibility, and new opportunities are generated from this resource. It should be emphasized that while various persons may coordinate and encourage students to participate in available transition activities, students are ultimately responsible for the accomplishment of their own goals.

How Does The ICP Fit Into The Plan For Transition?

An Individual Career Plan (ICP) is used by school personnel in many regional vocational systems and community colleges to help guide students through classes and related activities toward ultimate career goals. A form is used to record available test scores, as well as observation and interview data from students, instructors, family, and guidance counselors. This plan, as a previously established routine, is a logical vehicle for integrating additional transition planning data. With a few alterations which accommodate transition issues, and ICP can assist students to plan realistically for moving from school, through the phases of work experience, job development, and the challenges of new situations.

Where Does The Educator's Responsibility End?

The educator, in cooperation with students, families, and representatives of helping agencies within the community, has the responsibility to guide the student from the beginning of the transition process to the point of independence within the new placement--approximately one or two years beyond exit from school. If independence has not been achieved by this point, individual consultations and consideration may be made.

(Note: For further explanation regarding transition, refer to Technical Assistance Guide and the Special Populations Guide.

Monitoring

One requirement of the Perkins Act is that each eligible recipient monitor the provision of career and technology education to special populations. Monitoring can also be an effective management tool to look at activities and services and determine where the supplementary services are provided to meet Texas' goal of full and equitable participation for special populations students. Monitoring falls into two major areas: 1) monitoring for equitable participation and 2) monitoring for full participation.

Monitoring for equitable participation involves all career and technology programs. The following needs to be examined for each special population:

- equal access to recruitment, enrollment and placement activities;

- equal access to the full range of career and technology education programs, including occupational specific courses of study, cooperative education, internships, apprenticeship programs and to the extent practicable, comprehensive career guidance and counseling services;
- removal of barriers, discriminatory or otherwise, based on status as members of special populations;
- access to career and technology education in the most integrated setting possible; and
- representation in the participatory planning process.

Monitoring for full participation involves only target career and technology programs. The following should be examined for each special population:

- assessment of special needs;
- provision of supplementary services;
- provision of guidance, counseling, and career development activities; and
- provision of counseling and instructional services designed to facilitate transition.

Accountability

For purposes of this document, accountability falls into two major categories: 1) program and/or student accountability and 2) fiscal accountability. In previous legislation, fiscal accountability has been a major focus. Although it is no less important in this Perkins legislation, increased emphasis is placed upon student outcomes and program accountability.

Program and Student Accountability

Three types of program and student accountability are necessary. These are the system of performance standards and measures, monitoring, and recordkeeping in the overall management system.

Fiscal Accountability

Financial compliance with the provisions of the Perkins Act and program regulations must receive priority consideration. The *TEXAS STATE PLAN* and *Annual Applications for Funding* contains financial compliance and accountability requirements. Recipients should consider three critical issues when meeting fiscal requirements and documentation for special populations students. These issues are the **supplanting/nonsupplanting** of state or local funds, the records of employees' time and attendance, and fiscal recordkeeping.

PART V

PART V: INSTITUTIONAL EFFECTIVENESS

In November, 1993, the Texas Higher Education Coordinating Board provided the recommendations of the Task Force on Institutional Effectiveness to the postsecondary leadership. the "*DRAFT COPY OF A PLAN FOR STATE-LEVEL EVALUATION OF THE INSTITUTIONAL EFFECTIVENESS OF TEXAS' COMMUNITY AND TECHNICAL COLLEGES*" provided data and forms recommended for such institutional effectiveness to be utilized by the postsecondary colleges/technical institutions of Texas. The following information and forms are taken from that draft document.

A PLAN FOR
STATE-LEVEL EVALUATION OF THE
INSTITUTIONAL EFFECTIVENESS
OF TEXAS' COMMUNITY AND TECHNICAL COLLEGES

Recommendations of the Task Force on Institutional Effectiveness

to the

Texas Higher Education Coordinating Board

November 1993

90

DRAFT COPY of a PLAN FOR STATE-LEVEL EVALUATION OF THE INSTITUTIONAL EFFECTIVENESS OF TEXAS' COMMUNITY AND TECHNICAL COLLEGES

Recommendations of the Task Force on Institutional Effectiveness
to the
Texas Higher Education Coordinating Board, November 1993

State-level evaluation systems are typically designed to respond to the expectations of external constituents and goals established in state-level planning for higher education. Performance expectations for Texas' community and technical colleges are outlined in:

- State statute (Section 130.003, *Texas School Law Bulletin)*
- Southern Association of Colleges and Schools accreditation requirements
- Technical Education Program Guidelines (1993)
- Performance Measures and Core Standards for Postsecondary Technical Education Programs (September 1992)
- Texas Academic Skills Program Policy Manual (August 1993)

In Texas, expectations are placed on the Coordinating Board by the Texas Legislature and Governor, and by the federal government, as outlined in the following documents:

- Section 61.051, *Texas School Law Bulletin*
- Federal Perkins Act (U.S. Public Law 101-392)
- Senate Bill 642 (Establishment of Texas Council on Workforce and Economic Competitiveness)

Goal statements for higher education in Texas are found in a number of documents, including:

- Master Plan for Higher Education (1993)
- Texas Educational Opportunity Plan (1989)
- Smart Jobs Training Plan (State Job Training Coordinating Council)(1992)
- Master Plan for Vocational and Technical Education (1991 update)

Creating the framework for this evaluation plan involved the review and synthesis of these documents to determine how institutional effectiveness should be measured at the state level and what aspects of higher education are currently being evaluated and how. The common elements of these various reports, displayed in Figure 1, were derived by clustering existing goals, objectives and measures and served as the basis for the development of the evaluation plan.

Figure 1

CRITICAL ELEMENTS OF THE STATE-LEVEL EVALUATION OF INSTITUTIONAL EFFECTIVENESS

Elements	State Stat.	Mast. Plan[1]	SAC Accr.	Tech Ed[2]	Perkins Standards[3]	SB 642
Mission and Role						
• Fit with needs of community & state goals	x	x	x	x	x	x
• Role within statewide and regional higher education	x	x		x	x	x
Accessibility and Student Retention/Completion						
• Student participation (enrollment)	x	x	x	x	x	x
• Student remediation	x	x	x	x	x	x
• Student retention (persistence)	x	x	x	x	x	x
• Student graduation (certificates and degrees)	x	x	x	x	x	x
• Student placement (jobs, military, further education)	x	x	x	x	x	x
• Student transfer to baccalaureate institutions	x	x	x		x	x
Quality						
• Instruction (academic, vocational/technical, remedial)	x	x	x	x	x	x
• Curriculum (content, format, delivery mechanism)	x	x	x	x	x	x
• Faculty (qualifications, currency, diversity)	x	x	x	x	x	
• Educational and student support services		x	x	x	x	
• Equipment and facilities	x	x	x	x	x	x
• Research (institutional & classroom research)		x	x	x		
• Public Service (community service, cont. ed.; workforce tr.)	x	x	x	x	x	x

---

[1] Includes criteria from Texas Educational Opportunity Plan, 1989.

[2] Includes criteria from Smart Jobs (State Job Training Coordinating Council, October 1992).

[3] Includes criteria from Texas Academic Skills Program Policy Manual (August 1993) regarding remedial programs.

Elements	State Stat.	Mast. Plan[1]	SAC Accr.	Tech Ed[2]	Perkins Standards[3]	SB 642
Effective Use of Resources						
• Effective planning and evaluation system		x	x	x	x	x
• Progress toward attainment of institutional/state goals	x	x	x	x	x	x
• Increased coordination and cooperation	x	x	x	x	x	x
• comm/tech. colleges with universities						
• comm/tech. colleges with public schools						
• comm/tech. colleges with industry						
• comm/tech. coll. with other training providers (regional)						

---

[1] Includes criteria from Texas Educational Opportunity Plan, 1989.

[2] Includes criteria from Smart Jobs (State Job Training Coordinating Council, October 1992).

[3] Includes criteria from Texas Academic Skills Program Policy Manual (August 1993) regarding remedial programs.

Appendix B

Performance Expectations of Texas Community and Technical Colleges

1 Purpose (State Statute 130 003, 1992)

To provide

- Technical programs up to two years in length leading to associate degrees or certificates
- Vocational programs leading directly to employment in semi-skilled and skilled occupations
- freshman and sophomore courses in arts and sciences
- continuing adult education programs for occupational or cultural upgrading
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals
- such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of postsecondary education in Texas.

2 Accreditation requirements (Southern Association of Colleges and Schools)

- a clearly defined statement of institutional purpose
- definitions of expected educational results
- descriptions of how achievement of results will be ascertained
- documentation of use of evaluation results to improve institutional effectiveness
- a plan which addresses the institution's educational, physical and financial development, i.e.,
    - Educational Programs
        - admission/completion
        - curriculum
        - instruction
        - continuing education
    - Faculty qualifications and productivity
    - Educational and student support
    - Administrative processes
    - Financial resources
    - Facilities and equipment

3 Technical Education Program Guidelines (Feb 1993)

- General institutional requirements for all programs
    - Role and mission appropriate; institutional accreditation sought/achieved
    - direction of an administrator to ensure quality
    - State or national licensing, certification or registration where appropriate
    - equipment, facilities, classrooms and laboratories adequate at all locations
    - career development services and student follow-up
    - qualifications of technical education program personnel
- General program requirements:
    - [need demonstrated]
    - method of delivery/program format appropriate
    - competency-based format; measurable achievement of competencies
        - basic skills certification
        - SCANS certification
    - appropriate sequencing of courses
    - program advisory committee
    - external learning experiences (recommended)
    - program linkages
- Institutional effectiveness
    - Over the previous three-year reporting period, an average of 85% program graduates/completers must be employed, in the military, or receiving additional education within one year of completing the program.
    - The program must produce a minimum of nine graduates over the previous three-year reporting period for each.

4 Performance Measures and Core Standards for Postsecondary Technical Education Programs (September 1992)

- Acceptance and awards
- Remediation and completion (full-time only)
- Remediation and completion (all students)
- Access to technical programs
- Access to institutions and Perkins services
- Remediation and retention
- Technical course completion
- Program content
- Employment and education outcomes

BEST COPY AVAILABLE

Appendix D

State-level Goals for Community and Technical Colleges in Texas

1 1993 Texas Higher Education Master Plan.

- **Quality** in teaching, research, and public service
    - meeting needs of constituents [continuous improvement]
    - mission fit with community needs and state goals
    - monitoring of progress toward goals
    - strong general education with liberal arts emphasis
    - seek and retain best faculty
    - increase diversity of faculty and staff
- **Accessibility** to all who seek and qualify for admission
    - assure (working with public schools) adequate preparation of high school students for college
    - assure adequate preparation of adults for college
    - assure ease of student transfer
    - increase student retention and completion (with emphasis on underrepresented groups)
    - develop distance learning capacity
    - expand higher education opportunities where needed
- **Diversity** of quality higher education opportunities
    - development of mission statements at each college that reflect role in Texas higher education system and promote unique strengths of college
    - Coordinating Board should continue to review missions and monitor compliance
    - Coordinating Board and colleges and universities should coordinate regionally and statewide in planning and offering of programs
    - increase funding for Tuition Equalization Grant program
- **Adequate funding**
    - increase per-student university funding to national average
    - provide more adequate contact-hour funding for community and technical colleges
    - phase in tuition increases and increase need-based financial aid
    - assure adequate capital funds
    - simplify the process for expansion of community college tax districts
    - adopt incentive funding which encourages improved performance in areas of critical importance to the state

5 State Performance-based Funding (State Statute 61 0591 **not applicable to community and technical colleges at this time**)

- minority recruitment, retention and academic standards maintenance
- graduation rates and maintenance of academic standards
- commitment to liberal arts core curriculum
- commitment to continuing education
- energy conservation
- improvements toward maximum utilization of campus facilities
- commitment to renovation and maintenance of facilities
- development of articulation arrangements
- proportion of accredited academic programs
- assessed performance of graduates as a measure of General Education outcome, including assessments based on standardized examination of performance
- assessed performance of graduates as a measure of specialized education outcome, including assessments based on professional licensing examination performance
- evaluation of instructional programs through surveys of students, graduates, the general public and employers
- continuing and systematic peer evaluation of academic and research programs by scholars from other institutions
- progress toward the attainment of long-range planning goals, and
- compliance with the management policies required by Section 61.0651 of the Texas Code.

  - continue support for Advanced Research Program and the Advanced Technology Program

- **Efficient and effective management**

  - increase coordination and cooperation among colleges and universities and between higher education and elementary/secondary education
  - hold higher education accountable for performance results but allow maximum management autonomy at the institutional level
  - institutions should employ systematic, proven management processes to improve quality and institutional effectiveness

- **Capable and creative leadership**

  - provide leadership in interpreting and disseminating new knowledge which has relevance for improvement of Texas higher education

2. Texas Educational Opportunity Plan (1989).

  - Increase minority student participation, retention and completion
  - Increase minority faculty and staff recruitment and retention to achieve parity among ethnic groups
  - provide special enhancements to South Texas institutions and Historically Black Colleges
  - assure minority representation on appointed governing boards

3. Smart Jobs (State Job Training Coordinating Council, October 1992)

- regionalized approach to job training and economic development
- one-stop shopping for client services
- vocational and technical training responsive to the needs of industry
- contract training
- adult literacy

4. Master Plan for Vocational and Technical Education (1991 Update).

- Improve statewide communications about the relevance of technical education and training for economic development and successful student outcomes.

  - Improve the image of technical education
  - Maintain a telecommunications network
  - Maintain a statewide education and training clearinghouse
  - Maintain an effective state reporting system on technical education

- Provide flexible and timely technical education and training to meet the needs of employers for an employable, skilled work force.

  - Support responsive technical education program development
  - Support effective technical education program evaluation
  - Anticipate the impact of emerging technologies, industries and occupations on technical education
  - Promote the development of private-public partnerships to improve technical education
  - Implement new linkages among educational systems

- Improve and expand technical education and training to ensure successful educational and employment outcomes of the diverse student populations within Texas.

  - Develop counselor/instructor partnerships across educational levels
  - Develop and expand student support services
  - Clarify transfer criteria and develop statewide transfer measures
  - Improve and expand continuing education
  - Provide access and acceptability of services for all students

- Improve the quality of technical education instruction, counseling, management and leadership resulting in increased successful outcomes of students.

  - Improve technical education instruction
  - Encourage technical education faculty/staff to continue their academic studies, enhance their teaching skills, and remain current in their knowledge and application of their technical skills
  - Encourage technical education counselors to develop their knowledge about technical education and enhance the application of their counseling skills
  - Recruit and maintain technical education staff representative of the student populations of Texas

- Provide support services to Texas communities to help them remain viable and competitive in the international economy of the 1990s.

  - Encourage private-public cooperative efforts to maximize use of education and training resources
  - Provide leadership in developing creative and effective ways to respond to rapidly changing economic issues
  - Provide services for small business development and expansion

- Increase funding and support for technical education and training in Texas resulting in increased successful outcomes of students.

  - Develop appropriate and equitable mechanisms to increase resources for technical education and training for increased successful outcomes of students
  - Increase the donation of business and industry resources to technical education

- Improve the coordination of public and private resources for technical education

FIGURE 3

PROPOSED INVENTORY OF STATE-LEVEL PERFORMANCE MEASURES

	Measurement	Standard	Data Source
I. Mission			
A. Institutional purpose	(1) Mission statement	(1) Clearly defined statement of institutional purpose	Narrative (Mission statement)

PROPOSED INVENTORY OF STATE- VEL PERFORMANCE MEASURES

	Measurement	Standard	Data Source
II. Access			
A. Access to College	(1)*Total enrollment as % of total population (age 18-64) in service area (by gender, race, spec-pops)	(1) Improvement in the representation of gender, race, and spec.-pops. in institutions relative to their representation in the service delivery area (Perf. Meas. V)	THECB Data
B. Access to Programs Program = Academic, Voc., Tech., Developmental, Adult Literacy	(1)*# enrolled by program (by gender, race, spec-pops.) (2)*# accepted as % of # of qualified applicants (competitive programs) (by gender, race, spec-pops.)	(1) Perf. Meas. IV (2) Perf. Meas. I	THECB Data
C. Access to Services	(1)*Career planning and counseling (2)*Services for spec-pops. (3)*Student follow-up and placement	(1-3) Comparable access to services by gender, race, spec-pops. (Perf. Meas. V)	Narrative Narrative Narrative

---

* Perkins Performance Measures

BEST COPY AVAILABLE

PROPOSED INVENTORY OF STATE-LEVEL PERFORMANCE MEASURES

III. Achievement	Measurement	Standard	Data Source
A. Workforce Education (Academic, Technical, Transfer, Developmental)			
(1) Persistence and completion	(1) Cohort Measures** for students entering college for the first time in a Fall semester: (a) Developmental or Compensatory (b)* Persistence (Fall to Spring) (c)* Outcomes (1, 3, and 5 years) Persistence Graduation (Degree or Cert.) Transfer Marketable Skills Achievement Significant Impact Employment Rate of Persistence/Completion (P + G + T)	(1a) TASP Standards (1b) Perkins Performance Measures I, II, III, and VI. (1c) TASP and Perkins Performance Measures.	THECB Data
(2) Success	(2) Point-in-time measures (follow-up on students enrolled during the Federal Fiscal Year (Summer, Fall, Spring) conducted the following Fall semester and ? years: (a) Academic and Technical Completers and Leavers (by program) 1. Student satisfaction ratings; 2. Average salary, employed 35+ hrs/wk; 3. Employed full-time with earnings > min. wage; 4. Transfer; 5. Employed; 6. Course completion/retention (b) Academic and Technical Completers (by program) 1. Employed related to training, military or transfer; 2. Test for licensure; 3. Obtain licensure;	(2b) Program must produce a minimum of nine graduates over the previous three years (2b) 85% of program graduates must be employed, in military, or other education - within one year of graduation (2b) 80% of responding employers, newly hired technical education employed rate completers full-time, performance as "good" or "very good" (Perf. Meas. IX) (2b) 90% of completers who take a licensure exam within one yuear after graduation pass the exam (Perf. Meas. IX)	THECB Data THECB Data

* Performance on achievement measures will be reported separately for full-time and part-time students. Additional breakout groups under these two major groups will be: technical (by program) and academic majors; race/ethnicity; gender; spec. pops.; students who need remediation and students who do not need remediation.

BEST COPY AVAILABLE

PROPOSED INVENTORY OF STATE- VEL PERFORMANCE MEASURES

	Measurement	Standard	Data Source
III. Achievement (cont.)			
(2) Success (cont.)	4. Number of graduates last three years; 5. Employer rating of quality of training (c) Academic and Technical Leavers Significantly Impacted Students 1. Employed; 2. Transfer; Marketable Skills Achiever (TBA)	(2c) 90% of marketable skills achievers are either employed or are pursuing additional education. (Perf. Meas. IX)	
B. Workforce Training			
(1) Adult Literacy	(a) # of individuals served in credit and non-credit ESL, ABE, workplace literacy (by gender, race, spec-pops.)		College Data
	(b) % of individuals completing program (G.E.D. or other)		College Data
(2) Industry Contract Training	(a) # of companies served		College Data
	(b) # of individuals served (credit and non-credit)		College Data
	(c) employer satisfaction with contract training		
(3) Adult Vocational	(a) # of individuals served (credit and non-credit)		THECB Data

PROPOSED INVENTORY OF STATE-LEVEL PERFORMANCE MEASURES

	Measurement	Standard	Data Source
IV. Quality			
A. Institution	(1) SACS Accreditation status: (a) Date of last SACS accreditation (b) Current SACS status: full accreditation, affirmed with revisions; warning; probation; loss of membership	(1) Full accreditation	College Data
B. Programs	(1) # of programs holding professional accreditation		College Data
	(2) # of programs in compliance with THECB standards	(2a-f) 100% compliance	THECB Data
	(a) Needs based		
	(b)* Competency based	(2b) Perf. Meas. VIII	
	(c) Basic skills		
	(d) SCANS standards		
	(e) External experience		
	(f)* Capstone experience	(f) Perf. Meas. VIII	
	(3) # of programs with external agreements (Tech Prep, Advanced Placement, University Transfer)		College Data
	(4)*Employer and student satisfaction	(4) 80% respondents rate "good" or "very good" (Perf. Meas. IX)	College Data
	(5) # of programs in good standing ("exemplary," "continuation")		THECB Data
	(6) Currency of curriculum		Site Visit
	(7) Appropriateness of instructional methods		Site Visit
	(8) Adequacy of equipment and facilities		Site Visit
C. Faculty	(1) # of full-time faculty available to students	(1) Appropriate ratio of FT/PT	THECB Data
	(2) Diversity: # of faculty by gender and race/ethnicity	(2) Improvement in proportional representation to student body	THECB Data
	(3) Currency: faculty development efforts	(3) Appropriate efforts are being made to keep faculty current	Narrative
	(4) Faculty qualifications	(4) Appropriate to meet Coordinating Board standards	Site Visit

BEST COPY AVAILABLE

PROPOSED INVENTORY OF STAT VEL PERFORMANCE MEASURES

	Measurement	Standard	Data Source
V. Effective Use of Resources			
A. Quality Improvement Efforts	(1) # quality processess implemented (Strategic Planning; Program Evaluation; Student Outcome Measures; Continuous Improvement)	(1) Full implementation	Narrative
	(2) Progess toward attainment of institutional/ state goals	(2) Continuous improvement	Institution and State Annual Report

BEST COPY AVAILABLE

ACCESS

DRAFT

Year (Summer, Fall, Spring): ______________________

BREAKOUT GROUP		SERVICE AREA	CREDIT ENROLLMENT				Special Population Students Served*	Competitive Program Applicant Pool	Competitive Program Accepted	WORK FORCE TRAIN		LITERACY	Program A	Program B, etc.
			Total	Academic	Undeclared	Technical				Adult Voc.	Contract			
TOTAL	#													
	%													
White	#													
	%													
African Am	#													
	%													
Hispanic	#													
	%													
Asian/Pac Isld	#													
	%													
Native Am	#													
	%													
Non Res Alien	#													
	%													
NOT SPECIAL POPULATION	#													
	%													
SPECIAL POPULATION	#													
	%													
Acad Disadv	#													
	%													
Eco Disadv	#													
	%													
Disabled	#													
	%													
ESL	#													
	%													
Non-Trad Mjr	#													
	%													
Incarcerated	#													
	%													
Male	#													
	%													
Female	#													
	%													

BEST COPY AVAILABLE

DRAFT

Program-Specific Analysis
(Annual Update)

CB	CB	CB	CB	CB	CB	CB	CB						CB						Col			
IP Code[1]	Program Name[2]	Degree[3]	Certificate[4]		Date		Program Status[8]						Coordinating Board Standards[9]						[10]	External Agreements[11]		
			Credit	Block Time[5]	Date Approved[6]	Last Revised[7]	Exam	Cont	C R	S R	Deact	Close	Needs Based	Ind Stand	Basic Skills	Workpl Comp	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
56789	Program A	x			09/01/88	09/01/93	x	x					x	x	x	x	x	x	x	x	x	x
23456	Program B	x	x		01/00/91	09/01/93			x						x	x	x	x				
45678	Program C	x	x		09/01/88						x					x	x					
37654	Program D	x			06/01/90							x			x		x					x
34567	Program E	x			01/01/90	05/01/93				x				x	x	x	x					
87654	Program F	x	x	x	05/01/91	01/01/92		x					x	x	x	x	x	x		x		

THECB 9/93

BEST COPY AVAILABLE

DRAFT

November 1 1993

PROGRAM SUMMARY

(ANNUAL REPORT)

Workforce Education Programs

1 For those programs checked "Continuation with Revisions" or "Sunset Review," briefly describe plans for program improvement.

2. For those programs checked "Exemplary" (for the first time), briefly describe those characteristics of the program that make it exemplary.

DRAFT

November 1 1993

NARRATIVE QUESTIONS FOR INSTITUTIONAL RESPONSE

(FOUR-YEAR INTERVALS)

Mission

1 Please attach a copy of your institutional mission statement which includes goals, scope, and objectives.

Accreditation

2. Date of last SACS accreditation visit: ____________________
Accreditation status: ___Full accreditation; ___Affirmed with Revisions; ___Warning; ___Probation ___Loss of Membership

Management

3. Identify the status of the following Institutional Effectiveness processes on your campus: Check all that apply.

	Planning	Implementation
Strategic Planning		
Evaluation of Instructional Program Effectiveness	______	______
Evaluation of Support Services	______	______
Student Outcome Measures	______	______
Continuous Quality Improvement Efforts	______	______
Other: ____________________	______	______
	______	______

Comments: (Optional)

Workforce Education Programs

4. Please indicate how on-going need for programs is determined, by checking all appropriate responses below. Briefly describe the process and type of data used for determination of program need.

___ Industry Advisory Committee;
___ Quality Workforce Development Planning Committee data;
___ Local and/or regional labor market surveys;
___ National and/or state labor market trend data;
___ Other (please explain).

Comments:

5 How do you assess basic skills of incoming students? Check all that apply

__SAT __ACT ___TASP ___Local Instrument ___Other (Explain)

6 What developmental classes/services do you provide?

___Writing ___Mathematics ___Reading ___Tutoring ___Open Labs

___ESOL ___Workforce Literacy ___Other (Explain)

7 Briefly describe what steps have been taken to integrate academic and technical/vocational components of Workforce Education programs? Examples might include writing across the curriculum; computers across the curriculum; tech-prep, etc.

8. Briefly describe the following services provided for your students:

- Career counseling
- Placement services
- Services for special populations (Perkins definition)
- Other (Explain)

9. What criteria do you use for selecting advisory committee members for Workforce Education programs?

10. Please indicate (by checking all the responses below that apply) the strategies you use to maximize involvement of business and industry representatives in the delivery of Workforce Education at your college. Briefly describe each strategy checked below.

___Agreements for sharing facilities, equipment, laboratories and other resources
___Agreements for expanding resources
___Internships/apprenticeships
___On-site training for faculty at business or industry worksites
___Contractual agreements with business/industry
___Clinical affiliations
___Work-site based courses
___Quality Workforce Development Committee planning
___Other (explain)

11. Do you have a Graduate Guarantee policy? ___Yes ___No

Faculty

12. Briefly describe provisions which demonstrate the commitment of the institution toward faculty development (e.g. travel to seminars, workshops, sabbatical leave)

NARRATIVE QUESTIONS FOR PROGRAM-SPECIFIC RESPONSE

(FOUR-YEAR INTERVALS)

Workforce Education Programs

______________________ CIP Code

______________________ Program Name

Professional Accreditation

1 Does this program currently hold full professional accreditation status?

___Yes ___No Expiration Date: ______________________

If yes, attach approval letter. Remaining questions are optional for accredited programs.

Professional Development

2. Summarize professional development activities undertaken by faculty in the last four years. Examples might include the following:

- Improving career counseling/job placement assistance;
- Improving teaching performance;
- Addressing differences in learning styles of students;
- Addressing special needs of special populations;
- Staying current in academic or technical field;
- Overcoming cultural bias;
- Increasing productivity;
- Applying technology;
- Complying with policies and the mission of the college;
- Providing assistance to students.

Curriculum

3. What efforts have been undertaken to assure that the curriculum reflects the needs of the workplace? Examples might include Quality Workforce Development Planning Committee data, DACUM, Advisory Committees, etc

Learning Resources (equipment, supplies, tools, etc.)

4 How do you assure that students have access to resources appropriate for the workplace and/or that meet standards of the occupation? Examples might include the following:

- Size of classroom(s) is adequate to accommodate anticipated number of students;
- Size of laboratory is adequate.

- Adequate safety conditions and utilities exist.
- Adequate, up-to-date equipment is available to support the program.
- Adequate computer resources exist.
- Equipment is accessible to students.
- Facilities are accessible to students with disabilities.
- Financial resources are adequate to support the program

Faculty Credentials

5 Do all faculty in the program meet the minimum education and years of service requirements of the Texas Higher Education Coordinating Board (see 1993 Technical Education Guidelines). ___Yes ___No If no, please explain

Evaluation

6. Describe how you have used results of evaluations to improve this program, e.g., follow-up data, retention data, advisory committees, etc.

____
Institution

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

____
County District No.

Page ______ of

Vocational Education Enrollment Report
Reporting Period July 1, ____ through June 30, ____

PART A
Degree and Certificate Programs

Sect. I	Sect. II	Section III: Racial/Ethnic Designation and Sex										Sect. IV	Sect. V	Section VI Special Populations					
Six digit IP Codes	Total Enrollments	American Indian/ Alaskan Native		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic		White, Non-Hispanic		Number Co-op	Number Apprentice	Disabled	Limited English Prof	Disadvantaged		Inds in Correctional Inst	[illegible]
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					Acad	Eco		
TOTAL																			

ect. VII Non-Resident Aliens Number ________

t VIII Single [illegible] ants/Homemakers Number ________

Edit Checks

a The sum of the row entry fi[illegible] in Section III (Racial/Ethnic Designation and Sex) for each CIP code must equal the row entry figure [illegible] ction II (Total Enrollment) for each code

BEST COPY AVAILABLE

Institution

County District
Page of

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

Vocational Education Enrollment Report
Reporting Period July 1, ____ through June 30, ____

PART B
Adult Vocational Courses

Sect. I	Sect. II	Section III: Racial/Ethnic Designation and Sex										Sect. IV	Sect. V	Section VI Special Populations					
Two-digit or Four-digit CIP Codes	Total Enroll ments	American Indian/ Alaskan Native		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic		White, Non-Hispanic		Number Co-op	Number Appren tice	Disabled	Limited English Prof	Disadvantaged		Inmates in Correc tional Inst	Sex Bias Stereo types
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					Acad	Eco		
TOTAL																			

ect. VII Non-Resident Aliens Number ________

ect. VIII Si[illegible]nts/Homemakers Number ________

Edit Checks

a. The sum of the row e[illegible]ures in Section III (Racial/Ethnic Designation and Sex for each CIP code must equal the row entry fi[illegible]on II (Total Enrollment) for each code

b. The sum of the Total [illegible]

BEST COPY AVAILABLE

DRAFT

Institution

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

Technical Program Follow-Up Report by Employment Status

Reporting Period Summer I 1990, Summer II 1990, Fall 1990, and Spring 1991

PART B

Section I	Section II*		Section III: Employment Status							Sect IV
				Employed in a Field						
Six-digit CIP Codes	Degree	Certificate	Military Service Full Time	Related to Training	Not Related to Training	Pursuing Additional Education (Employed in Field Not Related to Training, Not in Labor Force or Unemployed)	Unemployed (Seeking Employment) and Not Pursuing Additional Education	Not in Labor Force and Not Pursuing Additional Education	Status Unknown	Completer Training "Good" or "Very Good"
TOTAL										

*[illegible] be unduplicated headcount. If a student receives both a degree [illegible]

BEST COPY AVAILABLE

Institution

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

DRAFT

Technical Program Completer Report by Ethnicity, Sex, and Special Needs

Reporting Period Summer I 1990, Summer II 1990, Fall 1990, and Spring 1991

PART A

DEGREE & CERTIFICATE PROGRAMS ONLY

Section I	Sect. II	Section III Racial/Ethnic Designation and Sex										Section IV Special Needs					Sect. V
Six digit CIP Codes	Total Completers	American Indian/ Alaskan Native		Asian or Pacific Islander		Black, Non Hispanic		Hispanic		White Non Hispanic		Handicapped	Limited English Prof	Disadvantaged	Single Parents/ Homemakers	Sex Bias Stereotyping	Marketable Skills Achievers
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female						
TOTAL																	

CB 116 6/91

BEST COPY AVAILABLE

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

Final Form 9-25-91

Technical Program Completer and Follow-Up Report

Reporting Period Summer I 1990, Summer II 1990, Fall 1990, and Spring 1991

Institution ______________________________

Authority for Data Collection Public Law 98-524, Sections 113 and 203
Planned Use of the Data Program accountability, evaluation, and federal reporting
Instructions Refer to the enclosed instructions and definitions. If the PSI has no data to report for a table, write "NO DATA TO REPORT" on that table. This signature page must be must be received from each PSI required to conduct follow-up activities.

This report is comprised of the following parts

Part A: Technical Program Completer Report by Ethnicity, Sex, and Special Needs
Part B: Technical Program Follow-Up Report by Employment Status
Part C: Technical Program Follow-Up Report by Average Hourly Salary
Part D: Technical Program Follow-Up Report by Mean Employer Ratings

EDIT CHECKS

Errors in recording information will slow the processing of this report. Before signing and submitting this report, ensure that the data are correct by conducting the following edit checks:

PART A: The sum of the row entry figures in Section III (Racial/Ethnic Designation and Sex) for each CIP code must equal the row entry figure in Section II (Total Completers).

PART B: The sum of the row entry figures in Section III (Employment Status) for each CIP code must equal the row entry figures in Section II.

PART C: In Section I, average hourly salaries must be reported to two decimal places. In Section II, "Base" refers to the number of students used in figuring the average.

Contact Person	Telephone ( )

I, the undersigned, certify that the attached report complies with the reporting requirements and is accurate and of auditable quality.

Typed Name of Authorized Official	Signature of Authorized Official	Date

DATE DUE: April 1, ______

Return this original to

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Director of Federal Projects
P. O. Box 12788
Austin, TX 78711

BEST COPY AVAILABLE

KEY

1 CIP Code Program CIP Code
2 Program Name Title of degree program or certificate
3 Degree Associate of Applied Science, Associate of Applied Arts (C=Credit, N=Non-Credit)
4 Certificate Coordinating Board-approved semester-length and quarter-length certificates (C=Credit, N=Non-Credit)
5 Block-Time Certificate Coordinating Board-approved credit and non-credit block-time certificate programs (C=Credit, N=Non-Credit).
6 Date Approved Date the degree program was initially approved by the Coordinating Board.
7 Last Revised Date the latest degree program revisions were approved by the Coordinating Board
8 Program Status
  Exemplary: Very high quality program that should serve as a model for others in the state
  Continuation: Program should be continued with no revisions or provisions.
  Continuation with Revisions: Program should be continued but must be revised to correct concerns outlined by the evaluation summary.
  Sunset Review: Program should continue to enroll students while concerns are addressed, and the program will be reevaluated within two years.
  Deactivation: Program should suspend enrollment for up to three years while concerns are addressed.
  Closure: Immediate steps should be taken to discontinue the program, remove it from the college's program inventory, and teach out students currently enrolled.
9 **Coordinating Board Standards:**
  Needs-Based: Program satisfies requirement to demonstrate regional or statewide labor market needs and occupational opportunities.
  Industry Standards: Program is designed to meet required outcomes identified by business and industry and to respond to local need. (Perf. Measure III).
  Basic Skills: Program content includes competencies and provides proficiencies in foundation skills [basic skills (reading, writing, arithmetic and mathematics, speaking and listening), thinking skills and personal qualities]. (Ref: SCANS Report).
  Workplace Competencies: Program content includes competencies and provides proficiencies in basic and advanced technical skills and basic competence in the use of computers. (Ref: SCANS Report)
  External Learning Experiences: Program includes learning experiences external to the usual classroom activities such as clinical education, cooperative education, internships, and apprenticeship.
  Capstone Experience: Program includes a licensure exam or a comprehensive, discipline-specific exam. (Perf. Measure VII)
10 **External Accreditation**: Provide the expiration date for those programs which hold external professional accreditation. Indicate "N/A" for all programs not externally accredited.
11 **External Aggreements**: Program is linked to other programs in public secondary schools and/or other institutions of higher education within the higher education region and/or service area, such as:
  Tech-Prep
  University Articulation: Transfer agreements with public and private baccalaureate colleges and universities.
  Advanced Placement:

BEST COPY AVAILABLE

EDUCATIONAL OUTCOMES

DRAFT

COHORT ______________ SUB-GROUP ______________ STATUS AS OF: ______________

BREAKOUT GROUP		TOTAL	PERSISTENCE/ COMPLETION RATE*	PERSISTING	GRADUATED		TRANSFERRED	EMPLOYED	SIGNIFICANT IMPACT (12+ credit hours)	MARKETABLE SKILLS ACHIEVER (TBA)	UNCLASSIFIED
					Associate	Certificate					
TOTAL	#										
	%										
ETHNICITY											
White	#										
	%										
African Am	#										
	%										
Hispanic	#										
	%										
Asian/Pac Isld	#										
	%										
Native Am	#										
	%										
Non Res Alien	#										
	%										
NOT SPECIAL POPULATION	#										
	%										
SPECIAL POPULATION	#										
	%										
REMEDIAL	#										
	%										
NOT REMEDIAL	#										
	%										
MALE	#										
	%										
FEMALE	#										
	%										
ACADEMIC (total)	#										
	%										
TECHNICAL (by program)	#										
	%										

NOTE: Students in this report will be cohorts of students who enter in Fall semesters. It will be run to show cohort status after one, three and five years. Percents are row percents and [illegible] since individual students may be classified in more than one column. It is recommended to be used to satisfy Technical Performance Measures I (part), II, III, and VI and Student [illegible]

*Persistence/Completion Rate = % Persisting + % Graduated + % Transferred (Marketable S[illegible]hievers to be added once a validated definition can be formulated)

BEST COPY AVAILABLE

DRAFT

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

Technical Program Follow-Up Report by Average Hourly Salary

Reporting Period Summer I 1990, Summer II 1990, Fall 1990, and Spring 1991

PART C

____
Institution

Six-digit CIP Codes	SECTION I Average Hourly Salary (Full-Time Training-Related Work)		SECTION II Base		SECTION III Earnings Greater than Minimum Wage	
	Male	Female	Male	Female	Number Newly Hired	Total Number
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
	.	.				
TOTAL	.	.				

DRAFT

EMPLOYMENT AND OTHER EDUCATIONAL OUTCOMES FOR COMPLETERS

Semester/Year of Completion: ______________________ Status As Of Fall ________

GROUP	TOTAL	Empl. Rel. to Training, Transfer, or Military	Employed, Not Related to Training	Test for Licensure	Obtain Lincensure	Number of Graduates Last Three Years	Employer Rate "Good" or "Very Good"	Stud Rate Satisfaction "Good" or "Very Good"	Average Salary, Employed 35+ hrs/wk	Employed Full-Time & Earnings > Min Wage	Transfer	Course Completion Rate (% only)	
TOTAL TECHNICAL #													
COMPLETERS %													
Program A #													
Completers %													
Program B #													
Completers %													
Program C #													
Completers %													
Etc #													
%													
#													
%													
#													
%													
#													
%													
#													
%													
#													
%													
#													
%													
#													
%													
#													
%													
TOTAL ACADEMIC #													
COMPLETERS %													

BEST COPY AVAILABLE

DRAFT

EMPLOYMENT AND OTHER EDUCATIONAL OUTCOMES FOR LEAVERS

Year (Summer, Fall, Spring): ____________________ **Status As Of Fall** ___ **Group** (Full /Part Time) ________

GROUP		Non-Grade enrolled during year	Total Not Enrolling Following Fall	Transfer	Employed	Marketable Skills Achievers			Significantly Impacted Students			Stud Rate Satisfaction "Good" or "Very Good"	Average Salary, Employed 35 + hrs/wk	Employed Full Time & Earnings > Min Wage	Course Completion Rate (% only)
						Total	Employ	Transfer	Total	Employ	Transfer				
TOTAL TECHNICAL LEAVERS	# %														
Program A Leavers	# %														
Program B Leavers	# %														
Program C Leavers	# %														
Etc	# %														
	# %														
	# %														
	# %														
	# %														
	# %														
	# %														
	# %														
	# %														
TOTAL ACADEMIC LEAVERS	# %														

DRAFT

November 1 1993

NARRATIVE QUESTIONS FOR INSTITUTIONAL RESPONSE

(FOUR-YEAR INTERVALS)

Mission

1 Please attach a copy of your institutional mission statement which includes goals, scope, and objectives.

Accreditation

2. Date of last SACS accreditation visit: ______________________
Accreditation status: ___Full accreditation, ___Affirmed with Revisions;
___Warning, ___Probation ___Loss of Membership

Management

3. Identify the status of the following Institutional Effectiveness processes on your campus: Check all that apply.

	Planning	Implementation
Strategic Planning	______	______
Evaluation of Instructional Program Effectiveness		
Evaluation of Support Services	______	______
Student Outcome Measures	______	______
Continuous Quality Improvement Efforts	______	______
Other: ______________________	______	______
	______	______

Comments: (Optional)

Workforce Education Programs

4. Please indicate how on-going need for programs is determined, by checking all appropriate responses below. Briefly describe the process and type of data used for determination of program need.

___ Industry Advisory Committee;
___ Quality Workforce Development Planning Committee data;
___ Local and/or regional labor market surveys;
___ National and/or state labor market trend data;
___ Other (please explain).

Comments:

5 How do you assess basic skills of incoming students? Check all that apply

___SAT ___ACT ___TASP ___Local Instrument ___Other (Explain)

6 What developmental classes/services do you provide?

___Writing ___Mathematics ___Reading ___Tutoring ___Open Labs

___ESOL ___Workforce Literacy ___Other (Explain)

7 Briefly describe what steps have been taken to integrate academic and technical/vocational components of Workforce Education programs? Examples might include writing across the curriculum; computers across the curriculum; tech-prep, etc.

8. Briefly describe the following services provided for your students

- Career counseling
- Placement services
- Services for special populations (Perkins definition)
- Other (Explain)

9. What criteria do you use for selecting advisory committee members for Workforce Education programs?

10. Please indicate (by checking all the responses below that apply) the strategies you use to maximize involvement of business and industry representatives in the delivery of Workforce Education at your college. Briefly describe each strategy checked below

___Agreements for sharing facilities, equipment, laboratories and other resources
___Agreements for expanding resources
___Internships/apprenticeships
___On-site training for faculty at business or industry worksites
___Contractual agreements with business/industry
___Clinical affiliations
___Work-site based courses
___Quality Workforce Development Committee planning
___Other (explain)

11 Do you have a Graduate Guarantee policy? ___Yes ___No

Faculty

12 Briefly describe provisions which demonstrate the commitment of the institution toward faculty development (e.g. travel to seminars, workshops, sabbatical leave)

NARRATIVE QUESTIONS FOR PROGRAM-SPECIFIC RESPONSE

(FOUR-YEAR INTERVALS)

Workforce Education Programs

______________________ CIP Code

______________________ Program Name

Professional Accreditation

1 Does this program currently hold full professional accreditation status?

___Yes ___No Expiration Date: ______________________

If yes, attach approval letter Remaining questions are optional for accredited programs.

Professional Development

2. Summarize professional development activities undertaken by faculty in the last four years. Examples might include the following:

- Improving career counseling/job placement assistance;
- Improving teaching performance;
- Addressing differences in learning styles of students;
- Addressing special needs of special populations;
- Staying current in academic or technical field;
- Overcoming cultural bias;
- Increasing productivity;
- Applying technology;
- Complying with policies and the mission of the college;
- Providing assistance to students.

Curriculum

3 What efforts have been undertaken to assure that the curriculum reflects the needs of the workplace? Examples might include Quality Workforce Development Planning Committee data, DACUM, Advisory Committees, etc.

Learning Resources (equipment, supplies, tools, etc.)

4 How do you assure that students have access to resources appropriate for the workplace and/or that meet standards of the occupation? Examples might include the following:

- Size of classroom(s) is adequate to accommodate anticipated number of students.
- Size of laboratory is adequate.

- Adequate safety conditions and utilities exist.
- Adequate, up-to-date equipment is available to support the program.
- Adequate computer resources exist.
- Equipment is accessible to students.
- Facilities are accessible to students with disabilities.
- Financial resources are adequate to support the program

Faculty Credentials

5 Do all faculty in the program meet the minimum education and years of service requirements of the Texas Higher Education Coordinating Board (see 1993 Technical Education Guidelines). ___Yes ___No If no, please explain

Evaluation

6. Describe how you have used results of evaluations to improve this program, e g , follow-up data, retention data, advisory committees, etc.

PART VI

PART VI: OTHER DOCUMENTS USED WITH SPECIAL POPULATIONS

There are other forms which are used for data collection on students classified as special populations such as Annual Applications, JTPA forms, Texas Academic Skills Program (TASP) data forms, the TAG forms, employer forms, forms for institutions of higher education, apprenticeship forms, military forms, and others. The persons responsible for data collection and educational services for those students must be aware of such data and the forms used. The following pages include samples of some of these forms for both secondary and postsecondary levels.

1. The Annual Application: statements listed on these pages are found on the Annual Application (1994) from the Texas Higher Education Coordinating Board.
2. Technical Assistance Guide (TAG): The pages are from the Guide provided by the THECB.
3. SCANS
4. Project Sample for SCANS documentation
5. Project Samples for data collection
6. Project Samples for Profiles: These could provide ideas for record keeping on students as well as provide a method/strategy for getting employer feedback and documentation.
7. Employer Follow-Up Form: From THECB TAG.
8. The Master Plan for Career and Technical Education (1993): Information provided on Goals and Objectives for Higher Education and for Public Education.
9. Academic Excellence Indicator System (AEIS) (Report Card for Secondary): Information provided in TEA workshops on this subject.
10. Sample JTPA Forms: Secondary and postsecondary examples of data collected by JTPA.

11. Texas Academic Skills Program (TASP): Samples and information concerning this assessment document are provided as **ultimately** if a student can **exit to work or go on for higher education, the student must meet these competencies.** Special populations students can be waived from this requirement. Explanations provided by THECB and Tyler Junior College.

12. Sample Data Collection Forms from Workshops: These were sample forms provided by the workshop participants for sharing.

TECHNICAL ASSISTANCE FOR PROGRAM IMPROVEMENT

Annual Application

Section I: Review and Local Evaluation

Section 403.191(a)(1) of the regulations for Carl Perkins funds requires that a cecipient under Title II, Part C evaluate annually the effectiveness of the program conducted with assistance under this act.

Based on local evaluation of the effectiveness of the programs/services/activities identified in the 1992-1993 Annual Application and the Interim Evaluation Report for institutional effectiveness, identify the modifications to the programs/services/activities that will be made to improe the technical/vocational programs funded and identified in Section II, III, and IV of this application.

1. State the program evaluation standards used to measure progress of students through technical and vocational programs with the full and informed participation of representatives of individuals who are members of special populations. Standards might include retention, program completion, dropout rate, certificate completions, licenses attained, job placement rate, enrollment, etc.

2. Based on how the federal funds were utilized during 1992-93, how effective is the technical and vocational program [PL 101-392, Section 117(a)] in the institution in the ability to:

   a. Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access of members of special populations to technical and vocational education programs or success in such programs.

   b. Evaluate the progress of individuals who are members of special populations in technical and vocational education.

   c. Evaluate the progress of technical and vocational education in providing students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

TECHNICAL ASSISTANCE GUIDE

Directions for Section II: Program Description

This section should be completed to identify the modifications to programs/services/activities as a result of the local evaluation described in Section I. Mark "N/A" or "No Change" if application is the same as last year. Do not repeat information previously approved in the FY 1992-93 annual application.

Provide concise descriptions of how the institution's policies, programs, procedures, and/or planned activities will provide reasonable assurances of complying with the requirements of the Carl D. Perkins Act.

1. a. Provide a description of how the use of federal funds and funds from other sources will be used to improve technical and vocational education. Focus of the response should be not only the access and participation of special populations, but also address quantitative and qualitative issues.

   b. Provide a description of the basis for the distribution of funds within the district or institution. Priority must be given to sites and/or programs serving the greatest concentration of special populations. Description provided herein will be consistent with the Description of Programs to be funded in Section IV. Refer to examples given on pages 5 and 6 of this application for priority of funding.

   c. If an alternative basis for distribution is proposed, a full description of the basis for such allocation must be included. Only alternatives which will directly increase the access or participation rates in under-served areas will be considered for approval.

   d. This item is self-explanatory.

2. Provide a description of the institution's counseling services. The narrative should (1) provide a comprehensive description of the institution's counseling services, and (2) identify additional supportive services provided for special populations.

3. This item is self-explanatory. Include a description of how program will cooperate with the sex equity or elimination of sex bias program funded under Title II PartB. Section 222.

4. a. Provide a description of how occupational and academic disciplines will be integrated by the institution. Describe how competency levels and validation of these competencies are determined for programs.

   b. Describe the process the institution utilizes in organizing and sequencing instruction to lead to a job skill.

5. This item is self-explanatory.

6. This item is self-explanatory.

7. This hearing may be conducted prior to developing the application to receive input on what should be included in the plan, or after the plan has been completed to solicit comment on the provisions of the plan.

   If a public hearing was conducted prior to submission of the FY 92 or FY 93 plan, another hearing is not required prior to submission of the FY 94 application. However, evidence of the full participation of members of each special population in the development of technical and vocational programs should be available. If there was not full participation in last year's hearing, another hearing should be held prior to submission of the FY 94 application and Item number 7 should be completed.

8. This item is self-explanatory. (Programs identified in Section IV are consistent with this question.)

Final September 7, 1993

Section II: Program Description

1. Describe the extent to which the proposed program(s) incorporates each of the following elements. [Section 240(1)(a)]

   a. How will funds provided under this act (1) improve technical and vocational education programs, (2) provide for full participation of special populations? [Section 235(a)]

   b. Describe the basis for the district's distribution of funds to a limited number of sites with respect to a limited number of programs. [Section 235(a)]

   c. If the distribution of funds is based on factors other than relative concentration of special populations, an explanation must be provided to justify the basis of the distribution (for example, increase participation rate of special populations students). [Section 235(b)]

   d. Describe how the institution ensures that those programs funded are of such size, scope, and quality as to bring about improvement in the quality of technical/vocational education offered by the institution. [Section 240(12)(c) and Section 403.62]

2. Describe how the institution(s) will provide counseling and supportive services to each student. Services must assist students who are economically disadvantaged, students of limited English proficiency, and students with disabilities to succeed through supportive services such as counseling, English language instruction, child-care, and special aids. [Section 240(12)(A)(B)]

3. Describe how the insittuion will provide (1) programs, (2) services, (3) comprehensive career guidance and counseling, and (4) other activities to eliminate sex bias and stereotyping. [Section 240(12)(D)]

4. a. Describe how the institution provides a technical/vocational education program that integrates academic and occupational disciplines so that students participating in the program are able to achieve both academic and occupational competencies. [Section 240(11), Section 235(c)(1)(B)]

   b. Describe the process or procedure the institution uses to ensure that technical/vocational education programs are organized to provide a coherent sequence of academic and/or technical courses leading to a job skill. [Section 240(11)(B)]

5. Describe how the institution will monitor the provision of technical/vocational education to individuals who are members of special populations, i.e., continual review of institutional enrollment, student surveys, counseling, program inventory, advisory councils, employers of graduates, etc. [Section 240(14)(15)]

6. Describe the methodology the institution will use to coordinate technical/vocational education services with Job Training Partnership Act (JTPA), Adult Education and other agencies to avoid cuplication and to expand the range and accessibility of technical/vocational education services. [SEction 240(7)] Include any coordination activities with community-based organizations. [SEction 240(8)]

7. Provide certification that a public hearing was conducted by the institution to provide parents, students, special populations and agencies with the opportunity to consult with the institution regarding the proposed application. Provide the date and summary of the recommendations from the hearing. [Section 240(8)]

8. Indicate whether the demonstrated occupational needs of the area were considered in determining the occupationally specific programs included in Section IV that will be funded. [SEction 403.62(b)(6)]

_____ Yes _____ No _____ Not/Applicable

Identify sources of information that were used to determine the demonstrated occupational needs of the area:

_____ Texas Employment Commission

_____ Quality Work Force Planning Committee(s)

_____ State Occupational Information Coordinating Committee

_____ Other (Please describe)

Directions for Section III: Services to Special Populations

This table must be submitted as a part of the FY 1993-94 annual application.

Table I - Special Populations Summary

Provide a description of the numbers of special population individuals in technical and vocational education programs and those enrolled and served in each of the indicated program years. [Section 240(2)] Duplication of counts is permissible to the extent enrollments are certifiable to each of the special populations.

In sections A, B, and D - column 1a should reflect the current year 1992-93 enrollment and column 1b (served) should reflect the total number for which supplemental services were provided in current year 1992-93.

In sections A, B, and D - column 2a and 2b should reflect the projected enrollments and students served for funding year 1993-94.

Section A
Enter the total number of postsecondary students for each of the special population categories indicated. Refer to the "definitions" section of this application for information about each category. Use the most current data and projections based upon expectations of accomplishments under this plan.

Section B
Enter the number of adults enrolled in adult training and retraining courses.

Section C
To determine the funding cut-off point of the institution, enter the total unduplicated count of special populations students enrolled in the institution. Divide by the total institutional enrollment. Enter the percentage of special populations enrolled in the institution. This figure is the funding cut-off point for program improvement activities.

Section D
Enter the total number of single parents, displaced homemakers, and single pregnant women enrolled and served in technical programs. This count should be included in the special populations category(s) where applicable in section A. Data collected for single parents, displaced homemakers and single pregnant women are for statistical purposes only.

Table I: Special Populations Summary

A. Special Populations	1. Current Program Year 1993		2. Projected for Program Year 1994	
	a. Enrolled in Tech/Voc	b. Served	a. Enrolled in Tech/Voc	b. Served
1. Individuals with Disabilities				
2. Economically Disadvantaged Individuals				
3. Academically Disadvantaged Individuals				
4. Non-Traditional Enrollments (Sex Equity)				
5. Individuals in Correctional Institutes				
6. Limited English Proficient Individuals				
Total Special Populations				

B. Adult training and retraining courses	1. Current PY 1993		2. Projected for PY 1994	
	a. Enrolled	b. Served	a. Enrolled	b. Served
Individuals Enrolled				

C. Total non-duplicated count of special populations enrolled in institution ____________

÷ Total institutional enrollment ____________

= Percent of special populations enrolled in institution (Funding cut-off point) ____________

D. Single Parents Displaced Homemakers Single Pregnant Women (For statistical purposes only)	1. Current PY 1993		2. Projected for PY 1994	
	a. Enrolled	b. Served	a. Enrolled	b. Served
Individuals Enrolled				

Final September 7 1993

BEST COPY AVAILABLE 152

Section III: Services to Special Populations

This section should be completed to identify the modifications to programs/ services/activities as a result of the local evaluation described in Section I. Mark "N/A" or "No Change" if application is the same as last year. Do not repeat information previously approved in the FY 1992-93 annual application.

1. Describe the methodology used to assess the needs of the special populations. [Section 240(3), 403.13, 403.14, 403.15, 403.16]

2. Describe any outreach (providing information) and/or recruitment efforts for the special populations. [Section 240(4)]

3. Indicate activities to be funded for serving the needs of special populations students and the population served:

(See appendix III for suggested allowable services to special populations)

	Service	Population served
a.	child care	
b.	transportation	
c.	textbook assistance	
d.	instructional aids and devices	
e.	adaptive equipment	
f.	curriculum modification	
g.	classroom modification	
h.	interpreters	
i.	bilingual tutors	
j.	readers and note-takers	
k.	materials and supplies	
l.	transition services	
m.	career guidance/counseling	
n.	placement services	
o.	other (identify)	

Directions for Section IV: Technical and Vocational Program Improvement

A review or assessment of each program to determine the "highest concentration" of special populations students should be made each year of the application process. Complete a Program Description form for technical and vocational programs that will be funded as a result of the review and the local evaluation (Section I). Mark "N/A" if federal funds are not going to be used for program improvement.

Technical and Vocational Education Program — Detail

Complete a Program Description form for each technical and vocational education program area (refer to definition, appendix 1) where funding of program improvement activities is planned for the period of this application. ***Funds must be used to clearly improve the total program area and may not be used to maintain status quo.*** Each program area proposed for funding must integrate technical/vocational and academic competencies and must serve the highest concentrations of special populations or the program must be designed to improve the participation rate of members of special populations. All special populations students enrolled in funded program areas must be afforded the necessary supplementary services to succeed in the program. Adult training or retraining courses may be funded if the course(s) lead to an aggregation of competencies necessary for employment and there are jobs available or projected.

Additional forms may be reproduced as necessary.

- Identify college/campus where program will be offered.
- Identify the program area and CIP code(s) from the institutions' Education and Training Clearinghouse Technical and Vocational Program inventory.
- Enter the number of students enrolled and the percent of special populations students enrolled in the program area.
- Indicate the basis for funding program improvement activities for this program area.
- List the specific needs to be addressed to improve this program area.
- Describe the planned use of funds to improve the program area. Relate this information to the activities described in Section V (1-14).
- Indicate expected outcomes which should include measurable criteria appropriate and be consistent with the proposed program improvement activity.

Section IV: Technical and Vocational Education Program Description

College/Campus ______________ Funding Year 1994

Program area ______________________________

CIP Code(s)

____

____

____

____

____

____

Number of students enrolled in program area ____________

% of special populations enrolled in program area ____________

Basis for funding this program area:

____ 1. Percent of special populations is above funding cut-off point.

____ 2. Increase rate of participation of special populations. (percent is below funding cut-off point)

____ 3. Targeted occupation as identified by Quality Work Force Planning Committee.

Program improvement needs to be addressed:

Planned use of funds for program improvement:

Measurable outcomes:

Use this form to identify programs where federal funds are to be used for program improvement.

Directions for Section V: Program/Activity Summary for PY 1994

Directions

Provide a sujmary of the district's proposed activities to be funded (items 1-14) in Program Year 1994. Specific expenditures must be identified for each service and/or activity by budget category. The total for each activity must equal Column G for the corresponding service and/or activity line on the Budget information Summary. Additional pages for specific items may be attached as needed. *This section is required as a part of this application.*

These activities are authorized under Section 235 of the Act, which states that funds shall be used to provide technical education programs that:

a. are of such size, scope and quality as to be effective;
b. integrate academic and technical/vocational education programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and
c. provide equitable participation for special populations.

This summary is inclusive of all activities proposed in the annual application.

Section V: Program/|Activity Summary for PY 1994

Service and/or Activity

1. Curriculum Development

2. Inservice Training.

   a. For integrating academic and technical/voctional education.

   b. For serving special populations.

   c. For counselors to develop their knowledge about technical education.

   d. Other, related to instructional programs.

$______________________

3. Guidance and Counseling (to include activities related to outreach or recruitment of potential technical/vocational students; vocational assessment and testing; and career counseling).

$______________________

4. Developmental Courses (For academically disadvantaged students enrolled in technical/voctional education programs). The instruction is provided in cooperation with the technical/vocational teacher and concurrently with enrollment in a technical/vocational education program.

$______________________

5. Tech-Prep Education Programs (May include apprenticeship).

$____________________

6. Supplemental Services for Special Populations.

$____________________

Will non-federal funds be used to carry out the supplementary services for special populations if federal funding is insufficient? _____ (yes) _____ (no)

7. Special Populations Coordinator(s) (non-administrative position).

$____________________

8. Apprenticeship Programs (Applies to institutions offering approved programs registered with the Department of Labor, Bureau of Apprenticeship Training).

$____________________

9. Economic Development Efforts (Programs funded and identified in Section IV that are strongly tied to the state's economic development efforts).

$____________________

10. Adult Technical/Vocational Training and Retraining (Courses funded to improve technical/vocational education as identified in Section IV).

$____________________

11. Comprehensive Mentor Programs (Applies to teacher professional development).

$____________________

12. Instruction (Program areas funded to improve technical/vocational education as identified in Section IV).

$____________________

13. Evaluation of student progress toward meeting state approved performance standards (Under Title II, Part C of the Act, funds may be used to conduct the evaluation required, to the extent that the costs are reasonable, necessary, related to the purpose for which the funds are awarded and consistent with the applicable requirements for the use of funds awarded under the Carl Perkins Act) (34 CFR, Section 403.191(e)]

$____________________

14. Administration [PL 101-392, Section 235(c)(4)] (Refer to definition in Appendix I).

$____________________

Project Number

TEXAS HIGHER EDUCATION COORDINATING BOARD
Community and Technical Colleges Division

BUDGET INFORMATION SUMMARY
ANNUAL APPLICATION
for Carl D. Perkins Funds

July 1, 1993 to June 30, 1994

SERVICE and/or ACTIVITY	FEDERAL BUDGET BY CATEGORY						
	(A) Salaries	(B) Travel	(C) Equipment	(D) Materials and Supplies	(E) Consultant/ Contracted Services	(F) Other Operating Expenses	(G) Total (A + B + C + D + E + F)
1. Curriculum Development							
2. Inservice Training							
3. Guidance and Counseling *							
4. Developmental Courses							
5. Tech-Prep							
6. Supplementary Services							
7. Special Populations Coordinator							
8. Apprenticeship							
9. Economic Development							
10. Adult Training/Retraining							
11. Mentoring Programs							
12. Instruction							
13. Evaluation							
14. Administration **							
15. TOTAL (Lines 1-14)							

* **Federal Expenditures** reported on line 3 must equal at least 10% of the total approved federal allocation for the program year.
** **Federal Expenditures** reported on line 14 cannot exceed 5% of the total approved federal allocation for the program year.

160

BEST COPY AVAILABLE

Section VI: Provisions and Assurances

Statement of Provisions and Assurances for this Annual Application:

A. Definitions:

Board means the Texas Higher Education Coordinating Board;
Grantor means the **Board**;
Grant means the entire document, specifically this annual application, of which these provisions and assurances and other budget summaries are a part;
Grantee means the party or parties to this contract other than Board;
Grant Project means the purpose intended to be achieved through the grant of which these Provisions and Assurances are a part;
Applicant means the same as **Grantee**;
Application means the entire package submitted by the applicant including the budget schedules included in the application.

B. This grant is executed by Board subject to the availability of federal funds. All amendments and/or subsequent grants or contracts entered into for the same purposes are executed contingent upon the availability of federal funds. Notwithstanding any other provision in this document, this contract is void upon federal funds becoming unavailable. In addition, this contract may be terminated by Board at any time upon notice to Grantee. Expenditures and/or activities for which Grantee may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Board. This grant may be amended only by formal written amendment properly executed by both Board and Grantee. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Grantee shall hold Board harmless from and shall indemnify Board against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Grantee, its agents, employees, and sub-grantees, done in the conduct of the grant project.

D. Grantee shall not sub-grant any of its rights or responsibilities under this grant, except as may be otherwise provided for in this grant, without prior formal written amendment of this grant properly executed by both Board and Grantee.

E. Notwithstanding any other provision of this grant, Grantee shall not use or pay any consultant in the conduct of this grant project if the services to be rendered by any such consultant can be provided by Grantee's employees. Grantee shall, before retaining, contracting with, or incurring any obligation to pay any consultant and/or subcontractor to be paid more that $200 in any one day or $10,000 in total during the grant project, identify each such consultant and/or subcontractor in writing to Board by name, address, Social Security or Employer Identification Number, qualifications, need for and proposed use of such consultant's services; and Grantee shall not, except as may be otherwise provided for in this grant, retain, sub-grant with or incur any obligation to pay any such consultant without the prior written approval of the Commissioner of Higher Education or the Director of Federal Projects.

F. All encumbrances, accounts payable and expenditures shall occur on or between the beginning and ending dates of this grant.

G. Grantee shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Grantee in connection with the grant project. These records and accounts shall be retained by Grantee and made available for audit, by Board and by others authorized by law or regulation to make such an audit, for a period of not less that five years from the latter of the date of completion of the grant project or the date of the receipt by Board of Grantee's final claim for payment or final expenditure report in connection with this contract or if an audit has been announced the records shall be retained until such audit has been completed.

H. All materials, conceptions, and products produced or conceived by Grantee, its employees, agents, consultants, or grantees, arising out of the contract project shall be the sole property of the grantee, provided that the grantee shall have an approved Intellectual Property Policy.

I. If Grantee, in Board's sole determination, fails or refuses for any reason to perform any of its obligations under this contract, Board may impose such sanctions as it may deem appropriate, including, but not limited, to the withholding of payments to Grantee until Grantee complies; the cancellation, termination, or suspension of this grant in whole or in part; and, the seeking of other remedies as may be provided by this grant or by law. Any cancellation, termination, or suspension of this grant, if imposed, shall become effective at the close of business on the day of the Grantee's receipt of written notice thereof from Board.

J. If this contract is canceled, terminated, or suspended by Board prior to its expiration date, the monetary value of services properly performed by Grantee pursuant to this grant shall be determined by Board and paid to Grantee as soon as reasonably possible.

K. If Board determines that Board is due a refund of money paid to Grantee pursuant to this contract, Grantee shall pay the money due to Board within

30 days of Grantee's receipt of written notice that such money is due to Board. If Grantee fails to make timely payment, Board may obtain such money from Grantee by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding and/or disapproval of all or any subsequent application for said funds.

L. In the event of loss, damage or destruction of any property owned by or loaned by Board while in the custody or control of Grantee, its employees, agents, consultants, or subcontractors, whether the property is developed or purchased by Grantee pursuant to this contract or is provided by Board to Grantee for use in the grant project, Grantee shall indemnify Board and pay to Board the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Grantee's receipt of written notice of Board's determination of the amount due. If Grantee fails to make timely payment, Board may obtain such money from Grantee by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Board.

M. In the conduct of the grant project, Grantee shall be subject to Texas Higher Education Coordinating Board policies, procedures, rules and regulations pertaining to this grant and the grant project, and to the laws of the State of Texas governing this grant and the grant project. As per the foregoing, Grantee shall make and file all reports required by the Board. Failure to comply will result in denial of further payments, and recovery of payments advanced to Grantee by the Board for the grant project.

N. Since this grant project is federally funded, Grantee shall be subject to and shall abide by all Federal laws, rules and regulations pertaining to the grant project, including but not limited to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, as amended, the Education Department's General Administrative Regulations (EDGAR), Title VI of the Civil Rights Act of 1964, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in Part 100 of Title 34, Code of Federal Regulations; Title IX of the Education Amendments of 1972, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in Part 106 of Title 34, Code of Federal Regulations, if Grantee is an educational institution; Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on basis of handicapping condition), and the regulations effectuating its provisions contained in Part 104 of Title 34, Code of Federal Regulations; the Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder; and the Family Education Rights and Privacy Act of 1975, as amended, and any regulations issued thereunder. Grantee shall timely make and file with the proper authorities all forms, assurances and reports required by the foregoing laws and regulations. Board shall be responsible for reporting to the proper authorities any failure by Grantee to comply with the foregoing laws and regulations coming to Board's attention, and may deny payment or recover payments made by Board to Grantee in the event of Grantee's failure to comply.

O. Funds provided under this grant (contract) will not be used for lobbying activities, and institutions or agencies receiving grants (contracts) in excess of $100,000 will meet the reporting requirements of Section 319 of PL 101-121.

P. Federal funds made available under this grant will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the State Plan for Federal Vocational and Applied Technology Education, and in no case supplant such state or local funds.

Q. Any alterations, additions, or deletions to the terms of this contract which are required by changes in federal law or regulations shall be automatically incorporated into this contract and shall become effective on the date designated by such law or regulation.

R. The applicant, when accepting federal technical and vocational education funds, further agrees to:

1. Organize and develop programs, services, and activities in accordance with guidelines and instructions for completing this application and, where necessary, will describe the manner in which the applicant will comply with the requirements specified in the guidelines and instructions.

2. Operate technical and vocational education programs, services, and activities and utilize federal funds in accordance with federal law, regulations, and rules adopted by Board.

3. Establish policies and procedures to assure equal access to technical and vocational education programs, services, and activities for all segments of the populations, including women, minorities, disabled individuals, educationally or economically disadvantaged individuals, individuals of limited English proficiency (LEP), and persons who participate in programs designed to eliminate sex bias.

4. Provide information to special populations concerning the opportunities available in technical and vocational education.

5. Provide relevant training and technical and vocational education activities to all students who desire to enter occupations that are not traditionally associated with their sex.

6. Assist students who are members of special populations to enter technical and vocational education programs, and, with respect to disabled students, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act.

7. Assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the technical and vocational education program in the most integrated setting possible.

8. Provide supplementary services to students who are members of special populations, including, with respect to disabled individuals:

   a. curriculum modification;
   b. equipment modification;
   c. classroom modification;
   d. supporting personnel; and
   e. instructional aids and devices.

9. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.

10. Ensure that sex bias program funded under Title II, Part C will cooperate with any such program funded through provisions of Title II, Part B, Section 222 of the Act.

11. Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

12. Coordinate the development of technical and vocational education programs with relevant programs under JTPA and the Adult Education Act in order to avoid duplication.

13. Make this application available for review and comment by interested parties, including the appropriate administrative entity under JTPA.

14. Record and report all expenditures for these federal funds in accordance with provisions of PL 101-392 and applicable regulations.

15. Record all expenditures of nonfederal technical and vocational education funds for maintenance of effort purposes in accordance with provisions of PL 101-392 and applicable regulations.

16. Submit descriptive, statistical, financial, and evaluative reports as may be required by Board following approval of the technical and

vocational education programs, services, and activities proposed in this application in a timely manner.

17. Maintain documentation in support of the assurances and other information provided in this application and, upon request, submit such documentation to Board.

18. Provide a drug free workplace in compliance with PL 100-690 Title V, Subtitle D.

19. The applicant agrees to participate in regional planning activities in conjunction with the quality work force planning committee established in the applicant's technical and vocational planning region.

20. Comply with the requirements of the Single Audit Act of 1984 (PL 98-502) and OMB Circular A-128.

S. This grant constitutes the entire agreement between Board and Grantee for the accomplishment of the grant project. This grant shall be interpreted according to the laws of the state of Texas except as may be otherwise provided for.

____
District

Texas Higher Education Coordinating Board

Vocational Education Funding
School Year 1993-94

Provisions and Assurances
Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities on any federal grant/contract received in excess of $100,000 or on any subgrant/subcontract made where lobbying services are procured (pursuant to 31 U.S. C. 1352). See reverse for instructions.

Federal Program Name____

1. Type of Federal Action
☐ a. contract
☐ b. grant

2. Status of Federal Action:
☐ a. bid/offer/application
☐ b. initial award
c. post-award

3. Report Type:
☐ a. initial filing
☐ b. material change
For Material Change Only:
year________quarter________
date of last report________

4. Name and Address of Reporting Entity:
☐ Subawardee
Tier________ *if known*:

Congressional District, *if known*:

5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

Texas Higher Education Coordinating Board
Community and Technical Colleges
7745 Chevy Chase, Suite 300
Austin, TX 78752

Congressional District, *if known*:

6. Federal Department/Agency:

7. Federal Program Name/Description:

CFDA Number, *if applicable*:

8. Federal Action Number, *if known*:

Award Amount, if known:
$

10. a. Name and Address of Lobbying Entity
(if individual, last name, first name, MI):

b. Individuals Performing Services *(including address if different from No. 10a)* *(last name, first name, MI)*:

11. Amount of Payment *(check all that apply)*:
$______________ ○ actual ○ planned

12. Form of Payment *(check all that apply)*:
○ a. cash
○ b. in-kind; specify: nature__________
value__________

13. Type of Payment *(check all that apply)*:
○ a. retainer
○ b. one-time fee
○ c. commission
○ d. contingent fee
○ e. deferred
○ f. other; specify:__________

14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11:

(attach Continuation Sheet(s), if necessary)

15. Continuation Sheet(s) attached: ○ Yes ○ No

16. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature ______________________________
Print Name ______________________________
Title ______________________________
Telephone No ________________Date__________

Federal Use Only:

Standard Form LLL

167

Appendix III: Supplementary Services

	Service	Population served
a.	child care	economically disadvantaged, limited English proficient, disabled
b.	transportation	economically disadvantaged, limited English proficient, disabled
c.	textbook assistance	economically disadvantaged, limited English proficient, disabled
d.	instructional aids and devices	academically disadvantaged, disabled, limited English proficient
e.	adaptive equipment	disabled
f.	curriculum modification	limited English proficient, academically disadvantaged, disabled
g.	classroom modification	disabled
h.	interpreters	deaf and limited English proficient
i.	bilingual tutors	limited English proficient
j.	readers and note-takers	disabled and limited English proficient
k.	materials and supplies	economically disadvantaged, limited English proficient, disabled
l.	transition services	academically disadvantaged, economically disadvantaged, limited English proficient, disabled, students enrolled in programs non-traditional for gender, and individuals in correctional institutions
m.	career guidance/counseling	academically disadvantaged, economically disadvantaged, limited English proficient, disabled, students enrolled in programs non-traditional for gender, and individuals in correctional institutions
n.	placement services	academically disadvantaged, economically disadvantaged, limited English proficient, disabled, students enrolled in programs non-traditional for gender, and individuals in correctional institutions

Note: Other appropriate services or activities to assure equal access for members of special populations may be funded.

Functions of Local Equity Coordinator

Functions/activities identified are not intended to be all inclusive, however will provide guidance for compliance with the Carl D. Perkins Act, P.L.101-392.

A professional trained counselor or teacher may serve as more than one project coordinator. If a coordinator serves several roles and is funded from multiple sources, i.e., discretionary (one or more), basic grant, and/or locally funded, time and effort reports must be maintained to reflect the amount of time expended working with the designated population identified in the project equal to the percentage funded from each source of federal and/or local fund. A local equity Project Coordinator may coordinate both Sex Equity (SE) and Single Parent/Displaced Homemaker/Single Pregnant Women (SP/DH/SPW) Projects.

CODE	ALLOWABLE FUNCTION/ACTIVITIES
SE SP/DH/SPW	1. Assist students in the selection of or preparation for participation in an appropriate vocational education or training program, such as: (a) outreach of or recruitment of potential vocational education students; (b) career counseling and personal counseling; and (c) vocational assessment and testing.
SE	2. Assist women, concerning vocational education and employment opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields.
SP/DH/SPW	3. Assist in providing preparatory services and vocational/technical programs, services, and activities for single parents, single pregnant women, and displaced homemakers, designed to enable the participants to support themselves and their families.
SE	4. Assist men and women who desire to enter occupations that are not traditionally associated with their sex to obtain access to relevant training and vocational/technical education activities.
SE SP/DH/SPW	5. Assist in development of career planning for each student to include basic academic and occupational skill training leading to employment.

CODE	ALLOWABLE FUNCTION/ACTIVITIES
SE SP/DH/SPW	6. Assist, in making accessible to individuals, preparatory services and vocational education and training, such as, dependent care services, transportation, tutoring and/or work study (other than the work study Pell Grant recipients); or by organizing and scheduling the programs so that such programs are more accessible.
SE SP/DH/SPW	7. Coordinate the delivery of services with other programs and service providing agencies such as JTPA, Texas Rehabilitation Commission, Texas Employment Commission, Department of Human Services, adult education, apprenticeship programs, and community based organization to avoid duplication and to expand the range and accessibility of vocational/technical education services.
SE SP/DH/SPW	8. Provide information informing individuals of vocational/technical education programs, related services, and career counseling. Opportunities for dissemination might include career and job fairs, registration and parent/community organizations.
SE SP/DH/SPW	9. Assist the individual, when appropriate, in the preparation of applications relating to admission to vocational/technical programs.
SE SP/DH/SPW	10. Provide counseling and instruction services designed to facilitate the transition from school to post-school employment and career opportunities.
SE SP/DH/SPW	11. Evaluate services and program effectiveness in meeting the students' needs. Utilizing the follow-up data provided by the institution, determine effectiveness in student marketable skill attainment and subsequent placement in paid employment. The skill training should meet the demands of business and industry and provide the student with opportunities for personal satisfaction and advancement.
SE SP/DH/SPW	12. Assist in local review and revision of the project objectives based on results of student performance and achievement in vocation/technical programs and employment transition and placement.
SE SP/DH/SPW	13. Maintain contact with technical/vocational faculty on current student status and progress toward academic achievement and career goals (course completion, program completion, job placement/advancement, etc.).

CODE	ALLOWABLE FUNCTION/ACTIVITIES
SE SP/DH/SPW	14. Supervise budgets, personnel, and services of project.
SE	15. Work with and assist with the coordination of processing scholarship applications and making awards to nontraditional technical/vocational students.
SE	16. Engage in appropriate staff development activities.
SP/DH/SPW	17. Assist prospects and students in applying for the Pell grant and other available financial aid.
SP/DH/SPW	18. Oversee progress of project to assure quality and compliance with regulations.
SE SP/DH/SPW	19. Make presentations to community groups regarding working together to remove barriers of bias and stereotyping in training and placement of students in career opportunities that are not traditional to their gender.

Secretary's Commission on Achieving Necessary Skills (SCANS)
FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. **Time** - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. **Money** - Uses or prepares budgets, makes forecasts, keeps records, and make adjustments to meet objectives

C. **Material and Facilities** - Acquires, stores, allocates, and uses materials or space efficiently

D. **Human Resources** - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with Others

A. **Participates as Member of a Team** - contributes to group effort

B. **Teaches others new skills**

C. **Serves Clients/Customers** - works to satisfy customer's expectations

D. **Exercises Leadership** - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. **Negotiates** - works toward agreements involving exchange of resources, resolves divergent interests

F. **Works with Diversity** - works well with men and women from diverse backgrounds

Information: Acquires and uses Information

A. **Acquires and Evaluates Information**

B. **Organizes and Maintains Information**

C. **Interprets and Communicates Information**

D. **Uses Computers to Process Information**

Systems: Understands complex interrelationships

A. **Understands Systems** - knows how social organizational, and technological systems work and operates effectively with them

B. **Monitors and Corrects Performance** - distinguishes trends, predicts impacts on system operations, diagnoses system's performance and corrects malfunctions

C. **Improves or Designs Systems** - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a Variety of Technologies

A. **Selects Technology** - chooses procedures, tools, or equipment including computers and related technologies

B. **Maintains and Troubleshoots Equipment** - prevents, identifies, or solves problems with equipment

A THREE-PART FOUNDATION

BASIC SKILLS: **Reads, writes performs arithmetic and mathematical operations listens, and speaks**

A. **Reading** - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. **Writing** - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions manuals, reports, graphs, and flow charts

C. **Arithmetic/Mathematics** - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. **Listening** - receives, attends to, interprets, and responds to verbal messages and other cues

E. **Speaking** - organizes ideas and communicates orally

THINKING SKILLS: **Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons**

A. **Creative Thinking** - generates new ideas

B. **Decision Making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives

C. **Problem Solving** - recognizes problems and devises and implements plan of action

D. **Seeing Things in the Mind's Eye** - organizes and processes symbols, pictures, graphs, objects, and other information

E. **Knowing How to Learn** - uses efficient learning techniques to acquire and apply new knowledge and skills

F. **Reasoning** - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

PERSONAL QUALITIES: **Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty**

A. **Responsibility** - exerts a high level of effort and preserves towards goal attainment

B. **Self-Esteem** - believes in own self-worth and maintains a positive view of self

C. **Sociability** - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. **Self-Management** - assesses self-accurately, sets personal goals, monitors progress, and exhibits self-control

E. **Integrity/Honesty** - chooses ethical courses of action

173

Project Sample

RELATIONSHIP

COMPTETENCY-BASED OUTCOMES

SCANS

	I. Resources	A. Time	B. Money	C. Material/Facilities	D. Human Resources	II. Interpersonal	A. Member of Team	B. Teaches	C. Serves	D. Leadership	E. Negotiates	F. Diversity	III. Information	A. Information	B. Organizes	C. Communicates	D. Uses Computers	IV. Systems	A. Understands	B. Monitors	C. Improves	V. Technology	A. Selects	B. Applies	C. Maintains
1.																									
2.																									
3.																									
4.																									
5.																									
6.																									
7.																									
8.																									
9.																									
10.																									
11.																									
12.																									
13.																									
14.																									
15.																									
16.																									

PROJECT SAMPLES

Project Sample

	I. Special Populations A. Economically Disadvantaged	B. Handicapped	C. Limited English Proficiency	D. Educationally Disadvantaged	E. Equity	II. Integration	III. Coherent Sequence	IV. Gender Equity	V. Student Transition (school to post-secondary employment or training)
Needs Assessment									
Outreach									
Guidance & Counseling									
Support Services									
A. Child Care									
B. Special Aides									
C. ESL									
Upgrade Curriculum									
In-Service									
(academic & vocational instruction)									
Counselors									
Remedial Courses									
Supplementary									
A. Adaptive Equipment									
B.									
C.									
Preparatory Services									
A.									
B.									
C.									
Special Population Coordinator									
Equipment									
Work Study									
Transition Services									
Tech-Prep									

Project Sample

Support Services	Number of Students Assessed Needing Services by Category						Number of Students Provided Services By Category					
Needs Assessment	D_1	E_1	G_1	A_1	L_1	I_1	D	E	G	A	L	I
Outreach												
Guidance & Counseling												
Support Services												
A. Child Care												
B. Special Aides												
C. ESL												
Upgrade Curriculum												
In-Service												
(academic & vocational instruction)												
Counselors												
Remedial Courses												
Supplementary												
A. Adaptive Equipment												
B.												
C.												
Preparatory Services												
A.												
B.												
C.												
Special Population Coordinator												
Equipment												
Work Study												
Transition Services												
Tech-Prep												

D. Disabled
E. Economically Disadvantaged
A. Academically Disadvantaged
G. Participating in Gender Equity Programs
L. Limited English Proficient
I. Incarcerated

PROJECT SAMPLE PROFILES

POSSIBLE EMPLOYER RATING
Based on Competency Profile

PROJECT SAMPLE

Name: ____________________ SS# ______________ School(s)/College(s): ____________________

Secondary Program: ____________________

Postsecondary Program: Radiologic Technology Occupation

Student's Signature: ____________________ Date: ____________________

Please check the special population(s) in which this student is a member:

___Handicapped
___Academically disadvantaged
___Economically disadvantaged
___Pursuing a nontraditional occupation
___LEP
___Criminal offender

Rating System: X - Task not attempted 0 - Cannot perform 1 - Limited 2 - Partially proficient 3 - Competent 4 - Highly Proficient

TASK BY COMPETENCIES	X	0	1	2	3	4
SCANS Competencies						
1. Resources: organizes, plans, and allocates time, money, materials, facilities, and human resources.						
2. Interpersonal: works well as a part of a team, with customers/clients, and diversity; exercises leadership; negotiates.						
3. Information: acquires, organizes, and uses information						
4. Systems: understands complex inter-relationships						
5. Technology: works with a variety of technologies; selects, applies, maintains and troubleshoots						
6. Personal Qualities: responsibility, self-esteem, sociability, self-management, integrity/honesty						
7. Basic Mathematic Skills: operations, computations, practical problems						
8. Communication Skills: writing, reading, listening, speaking						
9. Thinking Skills: creative, decision making, problem solving, reasoning, knowing how to learn						

Occupational Competencies

1. Performing administrative and clerical functions
2. Performing patient care services
3. Performing support services
4. Performing testing/therapeutic procedures
5. Practicing radiation safety
6. Continuing education

TASKS

1.1. Schedule departmental work load	X	0	1	2	3	4	
1.2. Assign daily work to employee	X	0	1	2	3	4	
1.3. Maintains daily log of testing/therapy procedures	X	0	1	2	3	4	
1.4. Maintain monthly test count chart	X	0	1	2	3	4	
etc.							
2.1. Transport patient in wheelchair	X	0	1	2	3	4	
2.2. Transport patient on a stretcher	X	0	1	2	3	4	
2.3. Turn patient on table	X	0	1	2	3	4	
etc.							

PROJECT SAMPLE

STUDENT COMPETENCY RECORD

NAME ______________________________ SSN ________________ Page _____ of _____

TASK BY COMPETENCIES	SECONDARY			POSTSECONDARY		
	GRADE	DATE	INITIALS	GRADE	DATE	INITIALS
1.1 Schedule departmental work load						
1.2 Assign daily work to employees						
1.3 Maintain daily log of testing/therapy procedures performed						
1.4 Maintain monthly test count chart						
1.5 Prepare maintenance requests						
1.6 Schedule exams and special procedures						
1.7 Check reason for non-appearance of patient for scheduled examination/treatment						
1.8 Develop policy and procedure manuals						
1.9 Develop pretest and post-test procedure sheets						
1.10 Develop patient information sheets						
1.11 Prepare test report form/charts for doctor						
1.12 Follow-up patient diagnosis						
1.13 Monitor staff exposure to radiation						
1.14 Prepare safety and accident reports						
1.15 Perform daily equipment quality control check						
1.16 Establish working rapport with all interrelating hospital, referral or commercial agencies						
1.17 Orientate new technologists to departmental standard operating and administrative procedures, floor plans, equipment and supplies locations						
1.18 Evaluate employees' performance						
1.19 Maintain license compliance regulations						
1.20 Maintain supply inventory						
1.21 Store pharmaceutical supplies						
1.22 Store non-drug materials/supplies						
1.23 Maintain inventory of radionuclides						

BEST COPY AVAILABLE

PROJECT SAMPLE

STUDENT COMPETENCY RECORD

NAME ______________________ SSN ______________ Page _____ of _____

TASK BY COMPETENCIES	SECONDARY			POSTSECONDARY		
	GRADE	DATE	INITIALS	GRADE	DATE	INITIALS
1.24 Store radioactive materials/supplies						
1.25 Prepare equipment purchase request						
1.26 Maintain equipment inventory						
1.27 Schedule transportation of patient to and from examination and treatment area						
1.28 Chart patient's medical history						
1.29 Check for signed permission forms						
1.30 Check patient's pre-imaging preparations						
1.31 Consult with referring physician regarding patient's medical history and testing procedures						
1.32 Complete patient identification on labels and forms						
1.33 Update patient's records						
1.34 File patient's records						
1.35 Maintain radiologic master card file						
1.36 Maintain report and film file						
1.37 Maintain records of patient's radiation dosage						
1.38 File departmental records						
1.39 Determine testing charge and coding						
1.40 Conduct department meeting						
1.41 Supervise clinical experience of students						
1.42 Maintain student's clinical experience records						
1.43 Maintain employee continuing education files						

BEST COPY AVAILABLE

PROJECT SAMPLE

STUDENT COMPETENCY RECORD

NAME ______________________ SSN ______________ Page _____ of _____

TASK BY COMPETENCIES	SECONDARY			POSTSECONDARY		
	GRADE	DATE	INITIALS	GRADE	DATE	INITIALS
2.1 Transport patient in wheelchair						
2.2 Transport patient on a stretcher						
2.3 Turn patient on table						
2.4 Take patient's blood pressure						
2.5 Take patient's pulse and respiration						
2.6 Administer intravenous infusion (injection)						
2.7 Administer oxygen to patient						
2.8 Transfer patient between examination table and wheelchair						
2.9 Immobolize pediatric patient						
2.10 Prep patient's skin						
2.11 Regulate intravenous infusion						
2.12 Record physical statistics of patient						
2.13 Disconnect intravenous infusion						
2.14 Prepare patient for examination/treatment						
2.15 Change patient's bandage/dressing						
2.16 Fill patient's bladder						
2.17 Handle a patient with a spine or skull injury						
2.18 Position bedpan or urinal for patient						
2.19 Provide assistance for a vomiting patient						
2.20 Assess basic first aid needs of patient						
2.21 Administer cardiopulmonary resuscitation to a patient with cardiac arrest						
2.22 Administer artificial ventilation to a patient						
2.23 Escort patient to and from waiting area, dressing room, examination room, or treatment room						
2.24 Administer emergency care for patient having severe adverse reaction to radiographic contrast media, procedures, or accident						

STUDENT COMPETENCY RECORD

NAME ______________________ SSN ______________ Page ____ of ____

TASK BY COMPETENCIES	SECONDARY			POSTSECONDARY		
	GRADE	DATE	INITIALS	GRADE	DATE	INITIALS
2.25 Apply lead contacts (spatula-type) internal eye shield						
2.26 Insert radiopaque probe into female patient's vagina to localize cervix						
2.27 Administer prescribed medication to patient orally						
2.28 Inform patient or family member about test/treatment procedures						
2.29 Inject patient intramuscularly						

EMPLOYER FOLLOW-UP SAMPLES

TECHNICAL EDUCATION FOLLOW-UP

____
Institution

TAG

____
MAJOR

O BE COMPLETED BY STUDENT

his survey will provide us and the state with valuable information that will be sed to evaluate technical education programs. This survey is authorized by Public Law 98-524.

. What is your current education status? (Check one.)

___ Currently attending school ___ Not currently attending school

. What is your current employment status? (Check one.)

___ Employed(include any employment; do not include full-time military service)

___ Full-time military service

___ Unemployed(not employed, but actively seeking employment)

___ Not in the labor force(not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

Note: PLEASE ANSWER THE REMAINING QUESTIONS ONLY IF YOU ARE CURRENTLY EMPLOYED.

. What date did you begin your employment with your current employer? ________

[illegible]s the job related to your field of technical education training?

___ Yes, it is directly or closely related.

___ No, it is only remotely related or is not related at all.

Job Title: ______________________________

Job Duties: ______________________________

. What is your current salary before deductions? (Do not add in overtime.)

$ __________ per __________

. The salary in the preceding item is based on how many hours per week employment?

________ hours per week

. How would you consider your level of training? (Circle one.)

1	2	3	4	5
Very Poor	Poor	Fair	Good	Very Good

. Please provide the following information on your present job (if self employed, write 'self'):

____
Name and Mailing Address of Company or Firm

____
City State Zip Code

____
[illegible] Immediate Supervisor: Last Name First Name MI

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE.

CB 117 92

BEST COPY AVAILABLE

EMPLOYER FOLLOW-UP FORM

Institution ____________________ Campus ____________________

Name of Student ____________________

CIP Code ____________________

To the Employer: The person named above received technical education training at our institution and indicated that he/she is currently employed with you. Your cooperation in completing this voluntary survey provides valuable information that will be used to evaluate technical education training programs. Thank you.

---

1. *TECHNICAL EDUCATION EVALUATION:* Please rate the technical education received by the individual in the following areas

	Very Good	Good	Average	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. *OVERALL RATING:* What is your overall rating of the technical education received by this individual as it relates to the requirements of the job?

Very Good	Good	Average	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. *RELATIVE PREPARATION:* As a result of this person's technical education, how would you rate the individual's preparation in relation to other employees in his or her work group who did not receive the same training?

☐ No basis for comparison

(5) ☐ Individual is better prepared

(3) ☐ Both are about the same

(1) ☐ Individual is less prepared

4. *COMMENTS:* If you have any comments that may be helpful in regard to your training needs, please feel free to respond in the space provided below.

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

MASTER PLAN GOALS

Source: Texas Education Agency, *The Master Plan for Career and Technical Education*, April 1993.

Goal I – Students and Adult Learners: Meet the needs of Texans for world-class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.

Objective I-1: Colleges will develop and expand student guidance and support services.

Objective I-2: Colleges will implement new linkages among educational systems, particularly regarding development of Tech-Prep programs and other school-to-work transition initiatives.

Objective I-3: Colleges will develop and improve program curricula and instructional methods to assure the integration of academic and technical education.

Objective I-4: The Texas Higher Education Coordinating Board will strengthen state policies to assist students in the transfer process.

Objective I-5: Colleges will improve and expand continuing education.

Objective I-6: Colleges will encourage student involvement in campus and community organizations and activities related to their career interests and occupational skills development.

Objective I-7: Colleges will provide access and acceptability of services for all students, with particular emphasis on the needs of culturally diverse groups.

Objective I-8: Colleges will work with other education and training providers to assure efficient and effective assessment and referral of students.

Goal II – Business, Industry, and Labor: Meet the needs of Texas business, industry, and labor for an educated and skilled, globally competitive work force.

Objective II-1: Support responsive technical education program development and improvement to meet the needs of business, industry and labor.

Objective II-2: Maintain and improve an effective technical education program evaluation system.

Objective II-3: Colleges will create methods to inform employers of student/adult learner skills and competencies.

Objective II-4: Colleges will increase the input of business, industry and labor.

Objective II-5: Colleges will increase private/public cooperative efforts to maximize use of education and training resources.

Objective II-6: Colleges will provide leadership in developing creative and effective ways to respond to rapidly changing economic issues.

Objective II-7: The Texas Higher Education Coordinating Board will ensure that information is available for economic development planning ad for business, industry and labor to identify education and training services.

Objective II-8: Colleges will develop and provide services for small business development and expansion.

Objective II-9: Colleges will anticipate the impact of emerging technologies, industries and occupations on technical education in their long-range and strategic planning for program development and improvement.

Goal III – Faculty and Staff: Meet the professional development needs of Texas Faculty and staff to ensure successful student and adult learner outcomes for all public and training institutions.

Objective III-1: Colleges will improve technical education instruction to reflect business and industry skills standards and certification strategies.

Objective III-2: Colleges will participate in counselor/instructor partnerships across educational levels.

Objective III-3: Colleges will encourage counselors to develop their knowledge about technical education and to enhance the application of their counseling skills.

Objective III-4: Colleges will recruit and maintain technical education staff representative of the diverse student population of Texas.

Objective III-5: Colleges will promote the development of private-public partnerships to improve technical education.

Objective III-6: Colleges will encourage technical education faculty/staff to continue their academic studies and to remain current in their knowledge and application of their technical skills through on-site learning and development in business, industry and labor.

Goal IV – State Communications: Meet the needs of Texans for comprehensive information about state labor markets, career and technical education, and economic development issues.

Objective IV-1: Colleges will improve the image of technical education by integrating academic competencies.

Objective IV-2: The Texas Higher Education Coordinating Board will maintain an effective statewide reporting system and public information dissemination process.

Objective IV-3: The Texas Higher Education Coordinating Board will_______________
________________and Training Clearinghouse.

Objective IV-4: The Texas Higher Education Coordinating Board and colleges will increase their use of telecommunications for professional development, instructional improvement and more efficient reporting.

Objective: IV-5: The Texas Higher Education Coordinating Board will assure effective implementation of the Higher Education section and evaluation of progress.

Goal V -- Adequate Resources: Meet the needs of career and technical education and training providers for adequate resources to develop an educated and skilled work force.

Objective V-1: The Texas Higher Education Coordinating Board and Colleges will develop appropriate and equitable mechanisms to increase resources for technical education and training for increased successful outcomes of students.

Objective V-2: Colleges will work with business, industry and labor to increase private contributions of equipment and other resources to technical education.

Objective V-3: Colleges will improve the coordination of public and private resources for technical education.

Objective V-4: The Texas Higher Education Coordinating Board will pursue a coordinated intra and inter-agency funding procedure to provide supplemental and support services to students and colleges.

Public School Education Goals, Objectives and Results

Goal 1 -- Students and Adult Learners: Meet the needs of Texans for world-class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.

Objective I-1: Schools will improve and expand comprehensive career guidance programs, kindergarten through graduation.	RESULTS: Students, working with parents and other advisors, will have appropriate graduation plans with flexible entry and exit points for reaching career expectations.
Objective I-2: Schools will increase parental involvement and support for all students.	RESULTS: All students will experience improved achievement.
Objective I-3: Schools will provide information to students about career pathways as a guide to achieving necessary skills for continued education and employment.	RESULTS: Students will have more options for reaching defined career goals.
Objective I-4: Schools will integrate academic and career and technology education.	RESULTS: Students will be motivated to complete academic education which focuses on real world application and knowledge.
Objective I-5: Schools will create a seamless learner-oriented education system, kindergarten through graduation.	RESULTS: More students will be pursuing advanced academic and occupational skills focused on career goals.
Objective I-6: Schools will implement a life skills component across the curriculum.	RESULTS: Students will have knowledge and skills to make informed decisions relating to life experiences, including management of multiple life roles.
Objective I-7: Schools will enhance youth leadership as an integral co-curricular part of instruction.	RESULTS: Students will have leadership skills to function effectively as team members, responsible citizens, entrepreneurs, and productive workers in a global economy.
Objective I-8: Schools will ensure the rich cultural diversity of the community within the schools and the educational experiences of all students.	RESULTS: All students will have higher achievement in a society that recognizes the worth of all people.
Objective I-9: Schools will encourage community involvement in implementing support programs for all students.	RESULTS: Through adequate support systems, a higher retention and achievement of all students will be accomplished.

Goal II - Business, Industry, and Labor: Meet the needs of Texas business, industry, and labor for an educated and skilled, globally competitive work force.

Objective II-1: Schools will improve secondary education programs by participating in and using information provided by the Quality Work Force Planning Committees.	RESULTS: Schools will use labor market information for making program decisions.
Objective II-2: The Texas Education Agency will add career and technology education to the Academic Excellence Indicator System (AEIS).	RESULTS: A system of accountability will be developed and used for school and student accountability.
Objective II-3: Schools will develop and implement methods to inform employers of student skills and competencies.	RESULTS: The knowledge and skills of students will be known by employers.
Objective II-4: Schools will increase the input of business, industry, and labor.	RESULTS: Local goals and objectives for education and training will reflect standards of business and industry.

Goal III: Faculty and Staff – Meet the professional development needs of Texas faculty and staff to ensure successful student and adult learner outcomes for all public and training institutions.

Objective III-1: The Texas Education Agency and schools will improve professional development.	RESULTS: Personnel will have the skills which are reflective of those used in business and industry and the knowledge necessary to enhance teaching.
Objective III-2: Schools will recruit and promote well-trained career and technology education staff which reflect the cultural diversity of the student population.	RESULTS: Good role models will be provided for all students.
Objective III-3: Schools will implement a business/industry/labor exchange program for teachers, counselors, and administrators to ensure an understanding of real world situations in both public schools and business and industry.	RESULTS: There will be an increase in the exchanges between education and business, industry, and labor.

Goal IV: State Communications -- Meet the needs of Texans for comprehensive information about state labor markets, career and technical education, and economic development issues.

Objective IV-1: Schools will improve the image of career and technology education by advising students and families of the technical and academic competencies required in the workplace.	RESULTS: More students will have expanded opportunities to acquire knowledge and skills needed for the labor market and for continuing their education.

Objective IV-2: The Texas Education Agency will maintain an effective statewide reporting system and public information dissemination system.	RESULTS: The families of students, schools, employers, and the general public will have knowledge of student performance and skills.
Objective IV-3: The Texas Education Agency will design and implement an effective results-based monitoring system which includes career and technology education.	RESULTS: Local education agencies will be assured of fairness regarding fiscal integrity, due process, and health and safety of students and staff.
Objective IV-4: The State Board of Education will assure effective implementation of the Master Plan and the process for updating the Plan.	RESULTS: A quality education will be provided all students for a quality work force.

Goal V: Adequate Resources -- Meet the needs of career and technical education and training providers for adequate resources to develop an educated and skilled workforce.

Objective V-1: The State Board of Education and schools will eliminate barriers to funding and scheduling that inhibit local flexibility and accountability.	RESULTS: Local education agencies will have more control for improved student achievement.
Objective V-2: The Texas Education Agency wa coordinated intra- and inter-agency funding procedure to provide supplemental and supportive services to students and schools.	RESULTS: Resources and supportive services will be provided for success of students and schools.

Source: Texas Education Agency, *The Master Plan for Career and Technical Education*, April 1993.

AEIS
(Academic Excellence Indicator System)

- *Pass TAAS (90%)
- *Graduation (99%)
- Enrolled in advanced courses (no state standard)
- Attendance rate (97%)
- Take college entrance exam (70%)
- Advanced seal on transcript (no state standard)
- Dropout (1%)
- Graduates prepared to enter college (no state standard)
- Norm-referenced assessment program (no state standard)
- Retention rate (no state standard)

Addendum to AEIS for Career and Technology Education

- *Authentic assessment for occupational competency (95%)
- *Career and Technology Education - Follow-up (75%)
- *Access of special populations students in Career and Technology Education

*Career and Technology Education--Core Standards and Measures

CAREER AND TECHNOLOGY EDUCATION
Results-Based Monitoring
Overview

AEIS (Academic Excellence Indicator System)

- *. Pass TAAS (90%)
- *. Graduation (99%)
- . Enrolled in advanced courses (no state standard)
- . Attendance rate (97%)
- . Take college entrance exam (70%)
- . Advanced seal on transcript (no state standard)
- . Dropout (1%)
- . Graduates prepared to enter college (no state standard)
- . Norm-referenced assessment program (no state standard)
- . Retention rate (no state standard)

Addendum to AEIS for Career and Technology Education

- *. Authentic assessment for occupational competency (95%)
- *. Career and Technology Education - Follow-up (75%)
- *. Access of special populations students in Career and Technology Education

PEI (Program Excellence Indicators) (Driven by the Master Plan for Career and Technology Education)

Examples are as follows:

- . Career guidance and counseling
- . Integration of Career and Technology Education and academic education
- . Coherent sequence of courses

CI (Compliance Issues)

- . Program issues
- . Health and safety
- . Fiscal integrity
- . OCR
- . Other

*Career and Technology Education--Core Standards and Measures

BEST COPY AVAILABLE

Identify the Problem Through

Desk Review (Flags) → **Focused on-Site Review** ← **Local Review (Flags)**

(Fix the Problem)
(Focused review is based on problems found in desk and local reviews.)

Data Verification On-Site Review
A visit every six years to verify data submitted to the Agency will be used to assess the LEA's compliance and program performance

State Board of Education Recommended High School Program

To Complete "Core"	Credit Equivalent	Cumulative
English Proficiency		
• English I, English II, English III, English IV	4	4
or		
• passage of appropriate end-of-course examinations		
Mathematics Proficiency		
• Algebra I, Geometry, Algebra II		
or	3	7
• passage of appropriate end-of-course examinations		
Science Proficiency*		
• Three of the following nine credits: Physical Science, Biology I and II, Chemistry I and II, Physics I and II, Science III and IV	3	10
or		
• passage of appropriate end-of-course examinations		
Social Studies Proficiency		
• Four credits in United States History, World History Studies, World Geography, United States Government (½), Economics (½)	4	14
or		
• passage of appropriate end-of-course examinations		
Second Language Proficiency		
• Three credits of other language	3	17
or		
• passage of second language proficiency examination		
Health Proficiency		
• Health (½)	.5	17.5
Fine Arts Proficiency		
• 1 credit of Fine Arts	1	18.5
Physical Education Proficiency		
• 1½ credits of Physical Education	1.5	20
Computing Proficiency		
• 1 credit in computer science	1	21
or		
• passage of computing proficiency measures		
Options for Majors:		
Plus three additional credits in either:		
• Precalculus (may substitute Trigonometry and either Elementary Analysis or Analytic Geometry)	1	22
• One additional credit of the following credits: Biology I and II, Chemistry I and II, Physics I and II, Science III and IV*	1	23
• 1 credit of Electives	1	24 (Total)
Or		
• 3 ~~credits~~ courses of a state-approved coherent sequence of courses for career and technology preparation	3	24 (Total)
Or		
• 3 ~~credits~~ courses in a specialization consisting of state-approved, college-preparatory courses from language arts (including speech and journalism), science, social studies, mathematics, foreign language, fine arts, and/or computer science.	3	24 (Total)

Note:
- Students completing a Texas Education Agency approved Tech-Prep Program would meet the criteria for the recommended program as long as the program meets the English, Mathematics, Science, Social Studies, Foreign Language, Health, Fine Arts, and Computing Proficiencies and provides the equivalence of a 24-credit program.
- Advanced Placement courses and International Baccalaureate courses may be substituted for requirements in appropriate proficiency areas.

*Students may not take more than two credits from any combination of Physical Science, Science III and IV, and Biology I.

BEST COPY AVAILABLE

SAMPLE FOR
DISCUSSION AND/OR PLANNING PURPOSES

Vocational Program Evaluation

1. Academic progress for students enrolled in vocational education.

Identify the progress of students enrolled in a coherent sequence of vocational and applied technology education courses who successfully complete academic courses (language arts, mathematics, science, and social studies).

(a) _____% of members of special populations enrolled in vocational education who received supplementary academic instructional services to enable them to complete successfully the coherent sequences of courses.

(b) _____% of all members of special populations enrolled in vocational and applied technology education programs who were passing all academic courses at the end of the first semester.

(c) _____% of students not identified as special populations enrolled in vocational and applied technology education who were passing all academic courses at the end of the first semester.

Integration of vocational and academic education.

Number of teachers grades 9-12: _____ academic; _____ vocational and applied technology education

(a) _____# of hours of local inservice activities conducted on integrating academic and vocational education.

(1) _____# of vocational teachers attending

(2) _____# of academic teachers attending

(b) _____# of teachers of academic courses teaching academic concepts in an applied manner by integrating academic and vocational concepts in their instruction.

(c) _____# of teachers of vocational and applied technology education courses teaching vocational concepts in an applied manner by integrating academic and vocational concepts in their instruction.

(d) _____# of academic and vocational and applied technology education teacher coordination meetings occurred during the academic year.

3. Occupational skills progress for students who are members of special populations.

(a) _____% of students identified as members of special populations enrolled in vocational and applied technology education courses who mastered all essential elements necessary for employment or further education as evidenced by a competency profile or documentation of essential elements in lesson plans current through the first semester.

(b) _____% of students not members of special populations enrolled in vocational education courses who mastered all essential elements necessary for employment or further education as evidenced by a competency profile or documentation of essential elements in lesson plans current through the first semester.

4. The relevance and quality of the equipment, curriculum and instructional materials being utilized for preparing vocational students for current and emerging labor market needs.

(a) _____% of courses reviewed and verified by the local advisory council for the relevance and quality of equipment, curriculum and instructional materials being utilized.

(b) _____% of courses which have had necessary modifications made for students who are members of special populations.

5. COHERENT, SEQUENTIAL COURSE PATTERNS:

(a) _____# of vocational and applied technology education program areas in which the district offers courses with a coherent sequence of courses which prepare individuals for entry-level employment and postsecondary training.

(b) _____% of all students enrolled in vocational and applied technology education pursuing a coherent, sequential course of study which includes academic and vocational and applied technology education courses leading to entry-level employment and postsecondary training as evidenced by a graduation plan.

(c) _____% of all students who are members of special populations enrolled in vocational education pursuing a coherent, sequential course of study which includes academic and vocational and applied technology education courses leading to entry-level employment and postsecondary training as evidenced by a graduation plan.

6. Progress of recruitment to increase and maintain participation of students identified as members of special populations ensuring equal access to all programs.

(a) _____% of students who are members of special populations in the 9th and 10th grade enrolled in a coherent sequence of vocational and applied technology education courses for the 1991-92 school year.

(b) _____% of students who are members of special populations in the 9th and 10th grade pre-registered in a coherent sequence of vocational and applied technology education courses for the 1992-93 school year.

(c) _____% of students who are members of special populations in the 11th and 12th grade enrolled in a coherent sequence of vocational and applied technology education courses for the 1991-92 school year.

(d) _____% of students who are members of special populations in the 11th and 12th grade pre-registered in a coherent sequence of vocational courses for the 1992-93 school year.

(e) _____# of counselors attending state or regional staff development activities relating to career planning and training opportunities.

(f) _____% of counselor time spent in classroom presentations on career planning and training opportunities.

(g) _____# of classroom presentations on nontraditional occupations (list audiences, grade levels, and/or courses and presenter).

(h) _____# of students who received assessment prior to the development of their graduation plan.

(i) _____# of parent/student conferences conducted on career planning and training opportunities, including information on nontraditional programs, based on compiled assessment data.

7. Student retention:

(a) _____% of 7th and 8th grade students enrolled in 1990-91 who are currently enrolled in school.

(b) _____% of 7th and 8th grade vocational and applied technology education students enrolled in 1990-91 who are currently enrolled in school.

(c) _____% of 7th and 8th grade students who are members of special populations enrolled in 1990-91 who are currently enrolled in school.

(d) _____% of 7th and 8th grade vocational and applied technology education students who are members of special populations enrolled in 1990-91 who are currently enrolled in school.

(e) _____% of 9th, 10th, and 11th grade students enrolled in 1990-91 who are currently enrolled in school.

(f) _____% of 9th, 10th, and 11th grade vocational and applied technology education students enrolled in 1990-91 who are currently enrolled in school.

(g) _____% of 9th, 10th, and 11th grade students who are members of special populations enrolled in 1990-91 who are currently enrolled in school.

(h) _____% of 9th, 10th, and 11th grade vocational and applied technology education students who are members of special populations enrolled in 1990-91 who are currently enrolled in school.

8. Linkage with postsecondary education employment and training programs.

(a) _____# of vocational programs in the district that are articulated with postsecondary education training programs.

(b) Of the articulated vocational programs identified in (a), indicate those programs identified as tech-prep by placing an asterisk (*) to the right of the appropriate program.

. List incentives or adjustments provided by the district to encourage services to students who are members of special populations (including services provided through funding sources other than federal vocational education funds):

10. List the specific support services provided to students who are members of special populations.

(a) Handicapped

(b) Educationally Disadvantaged

(c) Economically Disadvantaged

(d) Limited English Proficient

(e) Nontraditional

11. Describe the coordination between vocational and applied technology education and other special programs receiving federal assistance:

(a) Special Education

(b) Accelerated Education

(c) Bilingual/ESL

(d) Migrant

(e) JTPA

12. Identify the parents of students who are members of special populations serving on the local advisory committee:

Name: ____________________ Group represented (handicapped, etc.) ______________
Name: ____________________ Group represented (handicapped, etc.) ______________
Name: ____________________ Group represented (handicapped, etc.) ______________

13. Identify strategies adopted to overcome barriers which may have resulted in lower rates of participation in vocational and applied technology education programs.

Compare enrollments of students who are members of special populations in vocational and applied technology education courses with enrollments grades 9 through 12 in the district.

	District	Vocational Education
Handicapped	_______%	_________%
Educationally Disadvantaged	_______%	_________%
Economic Disadvantaged	_______%	_________%
Limited English Proficient	_______%	_________%

	Male	Female
Students in nontraditional programs	______#	_________#

If any of the special populations groups identified in item 10 are under-represented when compared to the total district enrollment, identify additional strategies the district will adapt to achieve appropriate representation.

14. Evaluate progress of vocational and applied technology education programs in providing vocational education students with strong experience in and understanding of all aspects of industry the student are preparing to enter.

(a) _____Yes _____No Is each vocational and applied technology program using Texas Education Agency developed curriculum and instructional materials.

(b) List any additional resources and/or strategies being used by the district to enrich programs.

SAMPLE JTPA FORMS

SECONDARY SAMPLE

The Working Connection
Competency System Summary
Basic Skills
Attachment 1

Participant Name ______________________________ SSN: ______________________________

Tier Level 1 (1.0 to 4.9)
2 (3.0 to 6.0)
3 (5.0 to 8.9)
4 (7.0 to 11.9)

TABE Level: E (Easy)
M (Medium)
D (Difficult)
A (Advanced)

Subject	Current School Grade Level	Pre Assessment TABE Level	Academic Deficiency Yes No	Post Assessment TABE Level	Comp Attained Yes No	Date	Comments
Reading							
Language Arts							
Mathamatics							

☐ Participant is deficient in Basic Skills by functioning one or more grade levels below chronological grade level in
○ Reading ○ Math ○ Language Arts

☐ Participant has no academic deficiency

☐ Participant is deficient by having failed to attain at least 70% of total possible points on any one of three areas of TAAS

Pre Assessment Participant Signature ______ Date ______ Teacher Signature ______ Date ______

Post Assessment Participant Signature ______ Date ______ Contractor ______

White The Working Connection (Post Test) Yellow Contractor's Copy Pink The Working Connection (Pre Test)

The Working Connection
Competency System Summary
Pre Employment Work Maturity
Attachment 2

Participant Name ______________________ SSN: ______________________

Competency	Pre Assess Proficiency		Trng Hrs	Post Assess Proficiency		Date	Comments
	Yes	No		Yes	No		
1 Making Career Decisions							
2 Using Labor Market Information							
3 Preparing Resumes							
4 Filling Out Applications							
5 Interviewing							
6 Being Consistently Punctual							
7 Maintaining Regular Attendance							
8 Demonstrating Positive Behavior							
9 Present Appropriate Appearance							
10 Exhibiting Good Interpersonal Relationships							
11 Completing Tasks Effectively							

Total Hours in PEWM ______

☐ Participant is deficient in _____ core competencies, and requires Pre Employment Work Maturity training

______________________ has completed the eleven core competencies of Pre-Employment Work Maturity with a minimum of 40 hours as of ______________

______________________ Pre Assessment Participant Signature

______ Date

______________________ Instructor Signature

______ Date

______________________ Post Assessment Participant Signature

______ Date

______________________ Contractor

White rking Connection (Post Test)

Yellow Contractor's

Pink The Working Connection (Pre

The Working Connection
Competency Summary Sheet
Job Specific Skills
Attachment 3

Participant ______________________________ SSN: ______________________________

Job Title ______________________________

Benchmark	Pre Assess Competency		Trng Hrs Req	Competency Attainment		Eval Method *	Date	Comments
	Yes	No		Yes	No			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Minimum Hours Required ____________
Total Training Hours ____________
Date Completed ____________

* T Test
P Product Review
O Observation

Pre Assessment Participant Signature ______ Date ______ Instructor Signature ______ Date ______

Post Assessment Participant Signature ______ Date ______ Contractor ______

Pink The Working Connection (Pre Test)

Yellow Contractor's Copy

White The Working Connection (Post Test)

SECONDARY SAMPLE

The Working Connection
Competency Summary Sheet
Job Specific Skills
Attachment 3

Participant ______________________ SSN: ______________________

Job Title Graphic Communications

Benchmark	Pre Assess Competency		Trng Hrs Req	Competency Attainment		Eval Method *	Date	Comments
	Yes	No		Yes	No			
1 Identify careers in the Communications Industry								
2 Know and practice industrial safety rules								
3 Know type faces								
4 Have a basic knowledge of design								
5 Knowledge of writing specifications								
6 Be able to layout material in computer and do paste up								
7 Will understand the importance of proofreading								
8 Will understand and use all functions of desk top publishing								
9 Will understand all forms of the printing process								
10 Will understand and be able to use computer programs								

Minimum Hours Required: ________
Total Training Hours: ________
Date Completed: ________

* T Test
P Product Review
O Observation

Pre Assessment Participant Signature ________ Date ________ Instructor Signature ________ Date ________

Post Assessment Participant Signature ________ Date ________ Contractor ________

Pink The Working Connection (Pre Test) Yellow Contractor's Copy White The Working Connection (Post Test)

SECONDARY SAMPl

The Working Connection
Competency Summary Sheet
Job Specific Skills
Attachment 3

Participant ______________________ SSN: ______________________

Job Title Clerical - Office Support Systems

Benchmark	Pre Assess Competency Yes	Pre Assess Competency No	Trng Hrs Req	Competency Attainment Yes	Competency Attainment No	Eval Method *	Date	Comments
1 Basic Keyboarding								
2 Introduction to proofreading and editing								
3 Job entry skills - application, interview								
4 Understand and proctice Human Relation skills								
5 Mail processing								
6 Introduction to record keeping								
7 English usage and spelling								
8 Develop telephone skills								
9 Filing								
10 Receptionist duties								

Minimum Hours Required: ____________
Total Training Hours: ____________
Date Completed ____________

* T Test
P Product Review
O Observation

Pre Assessment Participant Signature ____________ Date ____________ Instructor Signature ____________ Date ____________

Post Assessment Participant Signature ____________ Date ____________ Contractor ____________

Pink The Working Connection (Pre Test) Yellow Contractor's Copy White The Working Connection (Post Test)

SECONDARY SAMPLE

The Working Connection
Competency Summary Sheet
Job Specific Skills
Attachment 3

Participant ______________________ SSN: ______________________

Job Title General Office Clerk-Office Administrative Services

Benchmark	Pre Assess Competency Yes	Pre Assess Competency No	Trng Hrs Req	Competency Attainment Yes	Competency Attainment No	Eval Method *	Date	Comments
1 Apply keyboarding training								
2 Proofread, edit with correct spelling								
3 Arrange, classify, update, and retrieve files								
4 Apply electronic calculator applications								
5 Transcribe dictated material								
6 Use proper reprographic procedures								
7 Answer telephone								
8 Transmit and receive electronic mail								
9 Use proper English								
10 Process electronic information and use data base								

Minimum Hours Required: ______
Total Training Hours: ______
Date Completed: ______

* T Test
P Product Review
O Observation

Pre Assessment Participant Signature ______ Date ______ Instructor Signature ______ Date ______

Post Assessment Participant Signature ______ Date ______ Contractor ______

Pink The Working Connection (Pre Test) Yellow Contractor's Copy White The Working Connection (Post Test)

The Worki[illegible]onnection
Competency Summary Sheet
Job Specific Skills
Attachment 3

Participant ____________________ SSN: ____________________

Job Title Advertising Design

Benchmark	Pre Assess Competency Yes	Pre Assess Competency No	Trng Hrs Req	Competency Attainment Yes	Competency Attainment No	Eval Method *	Date	Comments
1 Understand, create, and design graphic materials								
2 Receive assignments to create, draw, or modify to achieve desired effect								
3 Understand traditional, period, and contemporary design styles								
4 Review marketing trends								
5 Demonstrate production techniques								
6 Create designs for advertising, display, and instructional manuals								
7 Comprehend advertising theory								
8 Demonstrate adversiging design layout and preparation								
9 Fabricate specific items - signs, design emblems, and monogram design								
10 Demonstrate techniques and procedures of computer graphics								

Minimum Hours Required ________

Total Training Hours ________

Date Completed ________

* T Test
P Product Review
O Observation

Pre Assessment Participant Signature ____ Date ____ Instructor Signature ____ Date ____

Post Assessment Participant Signature ____ Date ____ Contractor ____

Pink The Working Connection (Pre Test)

Yellow Contractor's Copy

White The Working Connection (Post Test)

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE I: PRELIMINARY ASSESSMENT

County: ____________________

Page 1 of 8

Name: **SS#:** Male ___ Female ___

AREA OF INTEREST

How do you expect JTPA to assist you: ____________________

CURRENT STATUS:

	Circle		Where
Currently Employed?	Y	N	
Currently Attending School?	Y	N	PCD:
Referred by School?	Y	N	

EDUCATION

Highest Grade Completed	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

	Name	Field	Location	Completed		Date
High School				Y	N	
GED				Y	N	
Vocational/Technical School				Y	N	
College				Y	N	
Certificates				Y	N	
Other (Specify: ________)				Y	N	

WORK/SKILLS BACKGROUND:

Name any equipment you can operate: ____________________

List any special skills you have learned through life experiences, hobbies, or work: ____________________

List previous job titles and approximate length of work experience for each:

Job Title	# of Years Experience	Job Title	# of Years Experience
1.		4.	
2.		5.	

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE I: PRELIMINARY ASSESSMENT

BARRIER IDENTIFICATION

BARRIER (Check all that apply)	Barrier Applicable	Currently Receiving Services	BARRIER (Check all that apply)	Barrier Applicable	Currently Receiving Services
Dropout			Long Term Unemployed *(15 or more weeks)*		
Limited English			Unstable Work History		
Basic Skills *(Below 8th Grade)*			No Longer Actively Seeking Employment		
Lack of Work Experience/ Skill Deficient			Needs Career Counseling/ Labor Market Information		
Insufficient Skills for Employment Goals			Employment Goal not Attainable at this time due to Program Limitations		
Lacks License Requirements			Unable to Relocate		
Age: SPECIFY ______________			Lacks Housing		
Lacks Child Care			Economically Disadvantaged		
Pregnant/Parenting Teen			Lacks Transportation		
Single Parent			Under a Doctor's Care		
Responsible for Family Health/Care			Disabled		
Food Stamp Recipient			Physical/Mental Condition		
AFDC Recipient			Substance Abuse		
Ex-Offender			Other ______________		

COORDINATION OF SERVICES - OTHER AGENCIES CURRENTLY PROVIDING SERVICES:

1. Agency Name:	Address:	2. Agency Name:	Address:
Case Manager:	Phone:	Case Manager:	Phone:
Services Receiving:		Services Receiving:	
Cert. Dates:		Cert. Dates:	
3. Agency Name:	Address:	4. Agency Name:	Address:
Case Manager:	Phone:	Case Manager:	Phone:
Services Receiving:		Services Receiving:	
Cert. Dates:		Cert. Dates:	

BEST COPY AVAILABLE

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE I: PRELIMINARY ASSESSMENT

REFERRAL TO OTHER COMMUNITY AGENCIES FOR ADDITIONAL SERVICES:

1. Agency Name:	Address:	2. Agency Name:	Address:
Case Manager:	Phone:	Case Manager:	Phone:
Service(s) Requested:		Service(s) Requested:	
Cert. Dates:		Cert. Dates:	
3. Agency Name:	Address:	4. Agency Name:	Address:
Case Manager:	Phone:	Case Manager:	Phone:
Service(s) Requested:		Service(s) Requested:	
Cert. Dates:		Cert. Dates:	

APPLICANT RESPONSIBILITIES:

ALL APPLICANTS MUST BE WILLING TO SUCCESSFULLY COMPLETE THE FOLLOWING ACTIVITIES/SERVICES:

1. Determination of eligibility for JTPA services.
2. Complete the Individual Service Strategy process which includes:
   - Phase I: Preliminary Assessment:
   - Phase II: Objective Assessment (standardized testing of aptitudes, interests, and academic skills).
   - Phase III: Justification for Services
   - Phase IV: Service Plan
   - Phase V: Job Search Assistance
3. Attend all appropriate program activities in their entirety.
4. Notify JTPA promptly of employment, change of address or phone number, and cooperate with JTPA follow-up.
5. Any applicant unable or unwilling to complete any part of the process listed above may be cause for termination of JTPA services.

I have read the statements above and understand that it is my responsibility to provide information to the best of my knowledge and ability, and to actively participate in those services outlined in the Individual Service Strategy (ISS) in order to reach the program goal of employment.

Participant Signature   Date

Case Manager Signature   Date

CASE MANAGER ANALYSIS/COMMENTS:

227

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE II: OBJECTIVE ASSESSMENT

County: ____________________

Page 4 of 8

Name: **SS#:** Male ___ Female ___

ASSESSMENT:

Type/Date	Name of Instrument	Results
Academic:		
Reading Skills		
Math Skills		
Writing Skills		
Interest Inventory:		
Aptitude Survey:		
Other:		

Comments: Discuss how results support training plan:

I have reviewed and discussed the results of the indepth assessment with my Case Manager and understand that the results of this assessment will be utilized to determine suitability for JTPA sponsorship.

Participant Signature　Date　Case Manager Signature　Date

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE III: JUSTIFICATION FOR SERVICES

County: ____________

Page 5 of 8

Name: **SS#:** Male ___ Female ___

FACTORS INFLUENCING SELECTION FOR TRAINING ACTIVITIES

☐ Participant has made arrangements to complete training successfully by securing:

___ Financial Stability
___ Medical Problems
___ Family Needs
___ Transportation
___ Child Care
___ Other: ____________

☐ Not a Duplication of Existing Skills and/or Unlikely to Return to Previous Occupation. Specify:

Previous Occupation: ____________ Proposed Occupation: ____________

☐ Nontraditional Employment

☐ Why is this the best available training at the current time in the local labor market? ____________

☐ Current labor market conditions. Explain: ____________

☐ Targeted Occupation Information ( ) Letter of Intent to Hire ( ) Other: ____________

☐ Training Activities Available Within Region

☐ Individual's Ability and Willingness to Participate in Training Activities

☐ Other: ____________

THE FOLLOWING ITEMS HAVE BEEN DISCUSSED WITH PARTICIPANT

☐	JTPA Purpose	☐	Soc. Sec. Release/Privacy Act Release
☐	Orientation to Complaint Procedure	☐	Limitations on Political/Relig. Activity
☐	Participation Rules/Limitations	☐	Follow Up *(13 Weeks After Termination)*
☐	Supportive Services	☐	Participant's Progress to Training Objectives

Participant Signature ____ Date ____ Case Manager Signature ____ Date ____

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE V: JOB SEARCH ASSISTANCE

County: ____________________

Page 7 of 9

Name: SS#: Male ___ Female ___

EMPLOYMENT GOAL:

Type of Employment Preferred: ____________________
Location Preferred: ____________________
Employment Date Goal: ____________________
Resume Update? ____________________
Cover Letter Discussed? _____ Yes _____ No
Plan to Attend Job Search Activity? _____ Yes _____ No
_____ Yes _____ No
Specific Actions Required to Achieve Goal: ____________________

LIST OF POTENTIAL EMPLOYERS TO CONTACT:

Employer	Planned Date of Contact	Result

PARTICIPANT/CASE MANAGER AGREEMENT:

I understand JTPA will assist me with my Job Search efforts by providing:

- additional listing of employers to contact;
- referrals to existing appropriate job openings;
- other job search activities which may include referral to Job Search Workshop.

I understand that job placement is the program goal, and agree I will actively seek employment as outlined above
I agree to keep JTPA informed of my employment status at all times.

I agree to participate fully in the JTPA Follow-Up Survey conducted by Texas A&M University, approximately three months after program completion.

I understand that my success in this program is largely dependent upon my willingness to take appropriate actions to secure employment, participate in job development activities and communicate with my Case Manager.

Participant Signature Date

Case Manager Signature Date

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE IV: SERVICE PLAN

County: ____________________

Page 6 of 8

Name: SS#: Male: ___ Female: ___

PARTICIPANT EMPLOYMENT GOAL(S): ____________________

ACHIEVEMENT OBJECTIVES: ____________________

PERMANENT UNSUBSIDIZED EMPLOYMENT/TRAINING PLAN:

Occupation: ____________________

Type of Business/Organization: ____________________

Wage Expectations: $ ____________ Acceptable Geographical Location: ____________________

STEPS TO ACHIEVING EMPLOYMENT/TRAINING GOALS

STEP 1. INITIAL ACTIVITY

Occup. Title/Training: ____________________

Address: ____________________

Planned Start Date: ____________

Planned Completion Date: ____________

STEP 2. SECOND ACTIVITY

Occup. Title/Training: ____________________

Address: ____________________

Planned Start Date: ____________

Planned Completion Date: ____________

STEP 3. THIRD ACTIVITY

Occup. Title/Training: ____________________

Address: ____________________

Planned Start Date: ____________

Planned Completion Date: ____________

COMMENTS: ____________________

PARTICIPANT COMMITMENT:

I understand and agree to the following:

- The above plan has been developed together with my JTPA case manager.
- I am willing and able to complete the training activities in the plan.
- Training can only be provided if funds are available.
- Upon successful completion of training, I will accept a job in the field of training
- I will complete the JTPA follow-up Telephone Survey with Texas A&M.
- I will keep my JTPA counselor informed of any address changes.
- Failure to live up to these responsibilities could affect any future benefits.

BEST COPY AVAILABLE

Participant Signature ____________ Date ____________ Case Manager Signature ____________ Date ____________

Permian Basin Regional Planning Commission
Job Training Partnership Act (JTPA)
INDIVIDUAL SERVICE STRATEGY (ISS)
PHASE V: JOB SEARCH ASSISTANCE

JOB REFERRAL RECORD

Employer	Date Referred	Result

Comments:

Term Date: ______________ Term. Reason: ______________

Placement Employer: ______________ Job Title: ______________ Wage: $ ______

TEXAS ACADEMIC SKILLS PROGRAM

(TASP)

TEXAS ACADEMIC SKILLS PROGRAM CHANGES

(Letter from William Sanford, July 22, 1993)

As a result of legislation and subsequent Coordinating Board action, the following changes have occurred in the TASP.

Deaf and Blind Students

Effective with passage of House Bill 1165 (Denton), deaf and blind students no longer have to take the TASP Test or participate in remedial activities due to failing portions of the test. This is true even if a deaf or blind student has previously failed portions of the TASP Test and has already started remediation. The "no test, no remediation" provision is effective until September 1, 1995 when separate requirements for deaf and blind students take effect. On that date and thereafter, blind students must again take the TASP Test but only if the test is administered with proper accommodations such as large print, Braille, audio cassettes, or readers. Deaf students, on that date and thereafter, will take the Stanford Achievement Test as nationally normed on the hearing-impaired population by Gallaudet University.

TASP Text Exemptions

Beginning in fall, 1993. Senate Bill 1324 (Bivins) permits exemptions from the TASP Test if students perform at or above a level set by the Coordinating Board on the American College Test (ACT), Scholastic Assessment Test (SAT), or Texas Assessment of Academic Skills (TAAS). At its July 16, 1993 meeting, the Coordinating Board selected the following standards for exemptions under this law:

ACT - Composite score of 29 or higher with individual math and English scores of no less than 27. Scores can be no more than five years old.

SAT - Composite score of 1200 or higher with verbal and math scores of no less than 550. Scores can be no more than five years old.

TAAS - Scale scores of 1800 or higher on all three relevant tests (reading, writing, math). TAAS score can be no more than three years old.

Individual institutions will determine exemptions due to ACT, SAT or TAAS using the score requirements specified above. Students enrolling for the fall 1993 semester who meet any of the above score requirements may be exempted from TASP requirements even if they were already in remediation due to TASP. Once a student meets one of the exemption requirements, he/she will continue to be exempt. None of the above precludes an institution using local placement tests to place students into remediation until institutional requirements are met.

Test Content

In my last memo (May 11, 1993), I briefly described some changes to the TASP Test that would be in place for the September, 1993 TASP administration. In consultation with the CB and TEA staff attorneys, we have devised an appropriate phase-in of those changes to raise expectations and standards while providing fair notice to all involved. The three sections of the test vary in the amount of changes made and, hence, the phase-in plan differs for each major section of the test (reading, math, writing).

READING - The TASP Reading Test will be based on the same skills and item bank as the current test. However, in an effort to better meet the indicated needs of the institutions, the statewide TASP Reading Content Committee selected test passages and item combinations that are more diagnostic and rigorous. Starting with the September 1993 TASP Test, students will take the adjusted reading test, but two important points must be made. First, the statewide passing standard will be equated to be equivalent to the current standard so that no student is penalized for taking the new test in the near term. This equating of the standard will remain in effect until September, 1995 TASP Test administration when the statewide standard will fully reflect the higher expectations of the upgraded test. In the meantime, both the equated standard and the higher expectations scores will be reflected on students score reports. If students fail to meet the equated statewide standard, they must remediate until they pass it as required by law and will be prevented from graduating or taking upper division coursework beyond 60 SCHs. Should students pass the statewide equated standard but fail to pass the higher expectations standard, they must be put into remediation in an effort to begin the upgrade of student performance. These students must remain in remediation until the institution determines that the student has progressed sufficiently.

MATHEMATICS - The TASP Math Test has been significantly reorganized and expanded and reflects higher math expectations. In an effort to meet the increasing need for higher level math skills in our state, and in keeping with our concerns about fair notice and not penalizing students, the following phase-in model will be used. Starting with the September 1993 TASP Test, all students will take the new math test. However, student pass rates and the state standard will be equated to the current standard for two years so as not to penalize students. A second score will be reported which will reflect how the student would have scored if the new test performance had not been equated to the current standard. This second score will become the statewide standard on the September 1995 test and thereafter. Students who fail to reach or exceed this standard will be required to participate in appropriate remediation until the institution is satisfied with their progress, but will not be kept from graduating or taking upper division hours beyond 60 total SCHs. A third math score will be reported which is an indicator of readiness for college algebra. This score may be used by institutions as they see fit and will serve as a statewide indicator of where the mathematics community thinks students should be in terms of math readiness. In summary then, students will be given three math scores on score reports starting in fall 1993 - one for the state standard, one of the interim remediation standard which will become the state standard in 1995, and one that will indicate readiness for college algebra as a statewide benchmark.

WRITING - The TASP Writing Test will be based on the same skills, subskills and standards. Only the nature of the writing prompt will change which will require students to write to more typical academic topics and deemphasize the use of personal narratives.

More information regarding these changes to the TASP will be forthcoming in the new TASP Policy Manual which is due out in mid-August. Please disseminate the information in this letter as widely as possible on your campus.

What is the Texas Academic Skills Program (TASP)?

The TASP is an instructional program with a testing component which is designed to assist students in Texas public colleges, universities and technical institutes in obtaining the reading, mathematics, and writing skills that are important for entering college students to have. Remedial activities are required for those students who do not pass the TASP test.

WHY DO STUDENTS HAVE TO TAKE THE TASP TEST?

In 1987, the Texas Legislature passed House Bill 2182 (TEC 51.306) requiring students entering any Texas public college, university, or technical institute in fall 1989 or later to take the TASP test.

WHO MUST TAKE THE TASP TEST?

Any full-time or part-time student in a public college, university, or technical institute in Texas who did not earn at least three semester credit hours prior to fall 1989 must take the TASP test. This includes a person who:

> Enrolls in an associate or baccalaureate degree program in a Texas public college, university, or technical institute.
>
> Enters a certificate program in any Texas public college or technical institute that contains nine (9) or more semester credit hours (or the equivalent) of general education courses.
>
> Transfers from outside Texas or from a private Texas college or university.
>
> Is any other student in a Texas public college, university, or technical institute who is not exempt under the conditions listed below.
>
> Seeks admission to a Texas upper-level institution or program that requires the TASP Test as a condition of admission.

Some persons must take the TASP Test for teacher education purposes. See "Basic Skills Testing for Teacher Education and Certification" later in this brochure. These persons must take the TASP Test regardless of the number of semester credit hours earned prior to fall 1989 (or whether they are blind and/or deaf).

IS ANYONE EXEMPT FROM TAKING THE TASP TEST?

Yes. A person is exempt from the test if he or she:

> Is in a certificate program that contains fewer than nine (9) semester credit hours (or the equivalent) of general education courses; or
>
> Earned at least three (3) semester credit hours of college-level work prior to fall 1989.

Persons who are blind and/or deaf who enter higher education prior to September 1, 1991 are also exempt unless they are seeking admission to a teacher education program.

WHEN MUST STUDENTS TAKE THE TASP TEST?

Students must take the test prior to accumulating nine (9) or more college-level semester credit hours or the equivalent. If their college, university, or technical institute chooses to give freshman students a placement test immediately upon entry, those students then must take the TASP Test prior to the end of the semester in which they accumulate fifteen (15) or more college-level semester credit hours.

MAY STUDENTS CONTINUE TO ENROLL IF THEY HAVE NOT TAKEN THE TEST WITHIN THE PRESCRIBED TIME LIMIT?

No. Unless a student enrolls to take non-credit remedial, developmental, or pre-collegiate courses. A student who does not take the test within the first nine (9) hours of coursework (or fifteen (15) hours if applicable) will not be permitted to enroll or re-enroll in any public college, university, or technical institute in Texas in any courses other than non-credit remedial, developmental, or other pre-collegiate courses until the test as been taken.

WHAT IF A STUDENT DOES NOT PASS THE TASP TEST?

Any public college, university or technical institute student who does not pass all three sections (reading, mathematics, and writing) of the test must participate continuously in a remediation program in the subject area(s) not passed. Students may take other course-work while participating in remediation.

• CAN STUDENTS GRADUATE FROM A CERTIFICATE PROGRAM (CONTAINING 9 OR MORE HOURS OF GENERAL EDUCATION COURSEWORK), AN ASSOCIATE DEGREE PROGRAM, OR A BACCALAUREATE DEGREE PROGRAM IF THEY HAVE NOT PASSED THE TEST?

No. A student must pass all three sections of the test in order to graduate.

• CAN STUDENTS ENROLL IN UPPER-DIVISION COURSES IF THEY HAVE NOT PASSED THE TEST?

If a student has accumulated sixty (60) semester credit hours or the equivalent, the student cannot enroll in upper-division courses until all three sections of the test have been passed (however, this student may continue to enroll in lower-division courses). Students who have accumulated fewer than sixty (60) semester credit hours may enroll in upper-division courses upon the advice of their college, university, or technical institute even though they may not have passed the TASP test yet.

• CAN STUDENTS RETAKE THE TEST?

Yes. Students may retake the test as many times as needed. Only the section(s) of the test not passed must be retaken.

• CAN AN INSTITUTION USE THE TEST AS AN ADMISSION REQUIREMENT?

No. Most institutions cannot use the TASP Test in any way to deny a student admission to the institution. Those few institutions (for example, a health science center) which offer only upper-division (junior or senior-level) courses may use the test for admissions purposes.

WHEN CAN HIGH SCHOOL STUDENTS TAKE THE TASP TEST?

Public high school students who have met the Texas Assessment of Minimum Skills (TAAS) exit-level requirement (i.e., have passed all portions of the TAAS Exit-Level Test or been exempted from the test) may take the TASP Test if they are either (1) concurrently enrolled in a course at college, university, or technical institution while attending high school or (2) have been admitted to a Texas public college, university, or technical institute. Public high school students who have not met the TAAS exit-level requirement are not eligible to take the test. Students should check with their high school counselor or college academic advisor.

WHAT IS THE TASP TEST LIKE?

Each section is composed of approximately 40-50 multiple-choice test questions. The writing section also requires examinees to write an essay of about 300-600 words. Lists of the skills eligible to be measured on the test are contained in the registration bulletin and study guide.

The reading section consists of approximately ten to twelve reading selections of 300-750 words each. The student must answer several questions about each reading selection. Mathematics covers four general areas: fundamental mathematics, algebraic graphing and equations, algebraic operations and quadratics, and geometry and reasoning. The test questions focus on a student's ability to perform mathematical operations and solve problems. The writing section consists of two parts: a multiple-choice part and a writing sample (essay) part. The multiple-choice questions assess a student's ability to recognize various elements of effective writing. The writing sample part requires students to demonstrate the ability to communicate effectively in writing on a given topic.

TASP Information

SAMPLE INFORMATION SHEET ON TASP

Texas Academic Skills Program (TASP)

In 1987, the Texas Legislature passed House Bill 2182. This bill, which became effective with the fall 1989 semester, requires that all Texas public college and university students be tested for reading, writing and mathematics skills. This legislation applies to students enrolling in Tyler Junior College.

Q. What is the Texas Academic Skills Program (TASP), and do I have to take it?

A. TASP is a test in reading, writing and mathematics that is required of all students seeking a college degree or certificate with nine or more academic hours at a public college in Texas. You do not have to take it if you have completed three college level hours prior to fall of 1989 unless you are going to teach in Texas public schools.

Q. When do I have to take the TASP test?

A. The TASP test must be taken prior to the end of the emester in which you will be completing your ninth college l hour. In other words, if you are going to take 15 college el hours your first semester you will be completing your ninth hour by the end of that semester, and the TASP test must be taken before you can enroll the next semester.

Q. What happens if I have earned my ninth semester hour and I miss the TASP test?

A. Bad News! Texas law says that once you earn your ninth hour of college-level credit (including "D's"), you may not re-enroll in any public college in Texas, except to take remedial courses, until you have taken the TASP test.

Q. Must a student take TASP prior to enrolling?

A. No, it is not necessary for a student to take TASP prior to enrolling. Taking TASP can be deferred until the semester in which the student will complete nine semester hours of college-level course work.

Q. How often is the TASP test given, and how do I register?

A. The TASP test is administered six times a year. You must pick up a TASP Registration Bulletin in the Testing Center or at the Admissions/Registrars Office and send in the enclosed registration form to the appropriate NES address with your $26 fee. The postmark deadline is usually one month prior to scheduled test date.

. Can I register at the college for the test; for example, can I just walk in and take the test on the Saturday it is being administered?

A. No. The college has nothing to do with the registration for the TASP test. The college administers the test on the scheduled test day to those students who have registered in advance and paid their testing fee.

Q. Is Tyler Junior College a TASP Testing Center?

A. Yes. However, you may choose to register at any center listed in the TASP Registration Bulletin.

Q. What happens if I do not pass all three sections of the TASP test?

A. The law says that you will have to be in continuous (every semester) remediation until you pass all parts of the TASP test. This is normally completed by taking developmental courses.

Q. Do I have to be in remediation in every area that I fail every semester?

A. No. You have to be in remediation in at least one area each semester until you pass all parts of the TASP test. However, remediation in all areas not passed is strongly recommended.

Q. What if I haven't taken the TASP test and I want to take my first English or mathematics course at TJC?

A. Good News! TJC offers a free placement test for any student who has not taken the TASP test, has not accumulated nine college level hours but wants to take his/her first English or mathematics course at TJC. Contact the Testing Center for testing hours or other testing information.

Q. If I am transferring from out of state or a private college (ie. SMU, Rice, Baylor, etc...) do I still have to take the TASP test?

A. Yes. If you have not completed three college-level hours prior to fall 1989, or you plan to take in excess of nine college-level hours in a Texas Public College TASP required program, you have until the end of the semester in which you complete your ninth hour to take the TASP test.

Q. Where can I get additional information about TASP testing requirments, test dates, etc.?

A. You can get answers to your TASP questions from the TASP Registration Bulletin by calling the Counseling Office at 510-2388.

Tyler Junior College gives equal consideration to all applicants for admission without regard to race, color, creed, national orgin, sex, age, marital status or physical handicap.

TASP Skill Descriptions

The purpose of the test developed to support the goals of the Texas Academic Skills Program is to assess the reading, mathematics, and writing skills entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities. The skills listed below are eligible to be assessed by the TASP Test. Each skill is accompanied by a brief description of how the skill may be measured on the test.

TASP Reading Section

General Description

The reading section of the TASP Test consists of approximately 50 multiple-choice questions matched to about ten reading selections of 300 to 750 words each. The selections represent a variety of subject areas and are similar to reading materials (e.g., textbooks, manuals) that students are likely to encounter during their first year of college. Students will be asked to answer several multiple-choice questions about each reading selection.

Skill Descriptions

The reading section of the TASP Test is based on the skills listed below. Each skill is accompanied by a description of the content that may be included on the test.

Skill: **Determine the meaning of words and phrases.**

Includes using the context of a passage to determine the meaning of words with multiple meanings, unfamiliar and uncommon words and phrases, and figurative expressions.

Skill: **Understand the main idea and supporting details in written material.**

Includes identifying explicit and implicit main ideas and recognizing ideas that support, illustrate, or elaborate the main idea of a passage.

Skill: **Identify a writer's purpose, point of view, and intended meaning.**

Includes recognizing a writer's expressed or implied purpose for writing; evaluating the appropriateness of written material for various purposes or audiences; recognizing the likely effect on an audience of a writer's choice of words; and using the content, word choice, and phrasing of a passage to determine a writer's opinion or point of view.

Skill: **Analyze the relationship among ideas in written material.**

Includes identifying the sequence of events or steps, identifying cause-effect relationships, analyzing relationships between ideas in opposition, identifying solutions to problems, and drawing conclusions inductively and deductively from information stated or implied in a passage.

Skill: **Use critical reasoning skills to evaluate written material.**

Includes evaluating the stated or implied assumptions on which the validity of a writer's argument depends; judging the relevance or importance of facts, examples, or graphic data to a writer's argument; evaluating the logic of a writer's argument; evaluating the validity of analogies; distinguishing between fact and opinion; and assessing the credibility or objectivity of the writer or source of written material.

Skill: **Apply study skills to reading assignments.**

Includes organizing and summarizing information for study purposes; following written instructions or directions; and interpreting information presented in charts, graphs, or tables.

BEST COPY AVAILABLE

TASP Mathematics Section

General Description

The mathematics section of the TASP Test consists of approximately 50 multiple-choice questions covering four general areas: fundamental mathematics, algebra, geometry, and problem solving. The test questions focus on a student's ability to perform mathematical operations and solve problems. Appropriate formulas will be provided to help students perform some of the calculations required by the test questions.

Skill Descriptions – REVISED – Effective September 1993

The mathematics section of the TASP Test is based on the skills listed below. Each skill is accompanied by a description of the content that may be included on the test.

FUNDAMENTAL MATHEMATICS

Skill: **Solve word problems involving integers, fractions, decimals, and units of measurement.**

Includes solving word problems involving integers, fractions, decimals (including percents), ratios and proportions, and units of measurement and conversions (including scientific notation).

Skill: **Solve problems involving data interpretation and analysis.**

Includes interpreting information from line graphs, bar graphs, pictographs, and pie charts; interpreting data from tables; recognizing appropriate graphic representations of various data; analyzing and interpreting data using measures of central tendency (mean, median, and mode); and analyzing and interpreting data using the concept of variability.

ALGEBRA

Skill: **Graph numbers or number relationships.**

Includes identifying the graph of a given equation or a given inequality; finding the slope and/or intercepts of a given line; finding the equation of a line; and recognizing and interpreting information from the graph of a function (including direct and inverse variation).

Skill: **Solve one- and two-variable equations.**

Includes finding the value of the unknown in a given one-variable equation, expressing one variable in terms of a second variable in two-variable equations, and solving systems of two equations in two variables (including graphical solutions).

Skill: **Solve word problems involving one and two variables.**

Includes identifying the algebraic equivalent of a stated relationship and solving word problems involving one and two unknowns.

Skill: **Understand operations with algebraic expressions and functional notation.**

Includes factoring quadratics and polynomials; performing operations on and simplifying polynomial expressions, rational expressions, and radical expressions; and applying principles of functions and functional notation.

Skill: **Solve problems involving quadratic equations.**

Includes graphing quadratic functions and quadratic inequalities; solving quadratic equations using factoring, completing the square, or the quadratic formula; and solving problems involving quadratic models.

Copyright © 1993 by the Texas Higher Education Coordinating Board, the Texas Education Agency, and
National Evaluation Systems, Inc. (NES®). All rights reserved.

BEST COPY AVAILABLE

GEOMETRY

Skill: **Solve problems involving geometric figures.**

Includes solving problems involving two-dimensional geometric figures (e.g., perimeter and area problems) and three-dimensional geometric figures (e.g., volume and surface area problems), and solving problems using the Pythagorean theorem

Skill: **Solve problems involving geometric concepts.**

Includes solving problems using principles of similarity, congruence, parallelism, and perpendicularity

PROBLEM SOLVING

Skill: **Apply reasoning skills.**

Includes drawing conclusions using inductive and deductive reasoning.

Skill: **Solve applied problems involving a combination of mathematical skills.**

Includes applying combinations of mathematical skills to solve problems and to solve a series of related problems.

TASP Writing Section

General Description

The writing section of the TASP Test consists of two subsections: a multiple-choice subsection and a writing sample subsection. The multiple-choice subsection will include approximately 50 questions assessing a student's ability to recognize various elements of effective writing. The writing sample subsection will require students to demonstrate their ability to communicate effectively in writing on a given topic.

Skill Description: Multiple-Choice Subsection

The multiple-choice subsection of the writing section of the test is based on the skills listed below. Each skill is accompanied by a description of the content that may be included on the test.

Please note that the term "standard" as it appears below refers to language use that conforms to the conventions of edited American English.

ELEMENTS OF COMPOSITION

Skill: **Recognize purpose and audience.**

Includes recognizing the appropriate purpose, audience, or occasion for a piece of writing and recognizing writing that is appropriate for various purposes, audiences, or occasions.

Skill: **Recognize unity, focus, and development in writing.**

Includes recognizing unnecessary shifts in point of view or distracting details that impair the development of the main idea in a piece of writing, and recognizing revisions that improve the unity and focus of a piece of writing

Skill: **Recognize effective organization in writing.**

Includes recognizing methods of paragraph organization and the appropriate use of transitional words or phrases to convey text structure, and reorganizing sentences to improve cohesion and the effective sequence of ideas

Sample Data Collection Forms

(Alvin Workshop)

Education Service Center
Houston, TX
Adapted from: Illinois
Transition Planning Guide

Individual Transition Plan (ITP)

(Use Directions Manual to Complete This Form.)

I. General Information

A. Personal Identifiers:

1. Name: Last ______ First ______ MI ____ 2. Sex: M F
3. DOB: Mo. Day Year ______ 4. Soc. Sec. #: _ _ _ - _ _ - _ _ _ _
5. Handicapping Condition - (Check ✓ one) OH ☐ OI ☐ AH ☐ VH ☐ DB ☐ MR ☐
ED ☐ MH ☐ LD ☐ SH ☐ AU ☐ PG ☐ Other (Describe) ______
6. Disability Description (Optional): ______
7. Parent or Guardian: ______ Secondary Reference: ______
Address: ______ Address: ______
Phone: ______ Phone: ______

B. Secondary School Experience:

1. Name of School: ______ 2. District/Campus: ______
3. Type of School (Check ✓ one): a. Regular High School ☐ b. Special School (Public) ☐
c. Other (Describe) ______
4. Instructional Arrangement (Contact Hr. Code): ______

C. Projected Date of Graduation: ______ Mo: ______ Year: ______

D. Consumer, School and Non-School Participants in Transition Planning: Slash / if contacted regarding transition planning.
X if involved in transition planning, and circle ⓧ if in attendance at formal transition plan meeting.

	Date of Transition Planning Meeting		
	/ /	/ /	/ /
1. Consumer			
a. Student			
b. Parent(s)/Guardian			
2. School (Optional to write in name of participants)			
a. Regular Education Teacher(s)			
b. Special Education Teacher(s)			
c. Vocational Education Teacher(s)			
d. Regular Education Administrator			
e. Special Education Administrator			
f. Vocational Education Administrator			
g. Vocational Adjustment Coordinator			
h. Guidance Counselor			
i. Diagnostician/Psych Associate			
j. Other (describe)			
3. Non-School (Optional to write in name of participants)			
a. Texas Rehabilitation Commission			
b. Texas Dept. MH-MR			
c. Texas Commission for the Blind			
d. Texas Commission for the Deaf			
e. Texas Dept. of Human Services			
f. Texas Employment Commission			
g. Employment Services Provider			
h. Employer			
i. Community College Representative			
j. Residential Services Provider			
k. Other (describe)			

Content Of This Form Is Advisory, Not Binding On The IEP Process

BEST COPY AVAILABLE

Desired Post-School Outcomes: Recommended to be done in conjunction with "personal futures planning" activities. Asterisk* desired outcomes for which services are unavailable.

	Date of Transition Planning Meeting		
A. Employment: (Check ✓ one)	/ /	/ /	/ /
1. None Due to Expected Enrollment in Post-Secondary Ed.			
2. Competitive Employment (Without Support)			
3. Competitive Employment (Time-Limited Support)			
4. Supported Employment (Infrequent Support)			
5. Supported Employment (Daily Support)			
6. Sheltered Employment			
7. Other (Include Informal Supports)			

B. Post-Secondary Education or Training: (Check ✓ one)			
1. None Due to Expected Post-Secondary Employment			
2. Community College or University (Without Support)			
3. Community College or University (Needs Support)			
4. Technical/Trade School (Without Support)			
5. Technical/Trade School (Needs Support)			
6. Adult Education Class(es) (Without Support)			
7. Adult Education Class(es) (Needs Support)			
8. Adult Education Class(es) (Special Class)			
9. Other (Include Informal Supports)			

C. Residential: (1) for Immediate; (2) for Long Term if different from (1)			
1. With Parents or Relatives			
2. Independent Living (Without Support)			
3. Independent Living (Time-Limited Support)			
4. Independent Living (Ongoing, But Infrequent Support)			
5. Independent Living (Daily Support)			
6. Group Home Living (Supervision)			
7. Group Home Living (Supervision and Training)			
8. Group Home Living (Skilled Nursing)			
9. Other (Include Informal Supports)			

D. Recreation, Social, and Leisure Options: (1) for Independent Access, (2) for Time-Limited Support, and (3) for Ongoing Support. (Select all that apply.)			
1. Independent Recreation/Leisure			
2. Family Supported Recreation and Leisure			
3. Specialized Recreation			
4. Community Supported Recreation			
5. Local Clubs			
6. Day Programs			
7. Other			

Comments (Date All Entries):

BEST COPY AVAILABLE

Content Of This Form Is Advisory, Not Binding On The IEP Process [illegible] Services Provided (✓) at Annual Re

Content Of This Form Is Advisory, Not Binding On The IEP Process

SERVICES NEEDED	SN ✓	Date: ______ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: ______ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: ______ Service Description & Responsible Party	Time begin
1. Vocational Assessment	☐			☐			☐		
2. Career Counseling/ Guidance	☐			☐			☐		
3. Career/Voc. Ed. Classes	☐			☐			☐		
4. Community Work Experience	☐			☐			☐		
5. Employment/ Job Placement	☐			☐			☐		
6. Post-Employment Support	☐			☐			☐		
7. Academic Instruction	☐			☐			☐		
8. Community Functioning Skills	☐			☐			☐		
9. Social Recreation Options	☐			☐			☐		
10. Domestic-Home Living Skills	☐			☐			☐		
11. Self-Advocacy Training	☐			☐			☐		
12. Social Skills Training	☐			☐			☐		

245

246

Exit / Follow-Up Assessment

Education Servi C
Houston

I. General Information

A. Personal Identifiers: (From ITP)

1. Name: Last ______________________ First ______________________ 2. Sex: M F
3. DOB Mo. /Day /Year ______ 4. Soc. Sec. # _ _ _ _ _ _ _ _ _ _ _
5. Handicapping Condition - (Check ✓ one): OH ☐ OI ☐ AH ☐ VH ☐ DB ☐ MR ☐
ED ☐ MH ☐ LD ☐ SH ☐ AU ☐ PG ☐ Other (Describe) ______________________
6. Disability Description (Optional): ______________________
7. Parent or Guardian: ______________________ Secondary Reference ______________________
Address: ______________________ Address: ______________________
______________________ ______________________
Phone: ______________________ Phone: ______________________

B. Exit Information:

1. Date of Public School Exit: Mo.___ Yr.___
2. Reason For Exit: a. graduation/diploma ____ b. reached maximum age ____ c. drop-out ____
d. other ______________________

C. Interview Information:

1. Date of Interview: Mo ___ /Day ___ /Year ______ 2. Interviewer ______________________
3. Interviewee(s): ______________________

D. Marital Status Of Former Student:

1. Single ___ Married ___ Divorced ___ Engaged ___
2. Children? yes ___ no ___ (If yes, how old?) ______________________

II. Follow-Up Assessment

A. Employment:

1. Has *person* been employed at any time since school exit? . . . . yes ____ no ____ (If no, go to A10)
2. Does *person* currently have a job? . . . yes ___ no ___ (If no, go to A10; if yes, describe) ______________________
3. How did *person* get current job? . . . . a. self ___ b. school ___ c. rehabilitation agency ___ d. family/friend network ___
e. other(describe) ______________________
4. What is the classification of *person's* current job? a. competitive ____ b. supported ____ c. sheltered ___
d. other ______________________
5. How long has *person* had this job? . . . . . . ______ months
6. How many hours per week does *person* work? . . . . ______ hours/week
7. What is *person's* pay per hour for this work? . . . . . ______ per hour
8. How satisfied is *person* with this job? ...a. very ___ b. somewhat ___ c. not very ___ d. not at all ___
9. If *person* is employed, is any agency or service involved at this time? . . . . yes ___ no ___
(If yes, describe) ______________________
____
10. Is *person* in need of additional employment assistance from an adult agency or service? . . . . yes ____ no ____
(If yes, describe) ______________________
11. Amount of time unemployed since school exit? . . . . ______ months
12. Reason for unemployment? ______________________
13. Is person receiving government benefits? ___SSI ___SSDI ___Medicaid other (describe) ______________________
14. Has working affected benefits? ___SSI ___SSDI ___Medicaid other (describe) ______________________

B. Post-Secondary Education:

1. Is *person* receiving any post-high school educational services? . . . . . . yes ____ no ____ (if no, go to B5)
2. Where is *person* receiving these educational services?
a. university ____ b. community college ____ c. sheltered workshop ____ d. other (describe) ______________________
3. If *person* is involved in post-secondary educational services, does *person* receive assistance from any agency or support service? . . . yes ___ no ___ (If yes, describe) ______________________
4. How satisfied is *person* with these educational services...a. very ___ b. somewhat ___ c. not very ___ d. not at all ___
5. Is *person* in need of additional educational services? . . . . . yes ___ no ____ (If yes, describe) ______________________
____

Continued on Back

BEST COPY AVAILABLE

III. Action Plan: Services Needed (SN) in Next Year to Attain Desired Post-School Outcomes: Check (✓) All That Apply. Circle Services Provided at Annual Review

SERVICES NEEDED	SN ✓	Date: ______ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: ______ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: ______ Service Description & Responsible Party	Timeline begin / end
13. Income Support	☐			☐			☐		
14. Post-Sec. Education Support	☐			☐			☐		
15. Residential Services	☐			☐			☐		
16. Social Support	☐			☐			☐		
17. Transportation	☐			☐			☐		
18. Case Management & Coordination	☐			☐			☐		
19. Guardianship/Advocacy	☐			☐			☐		
20. Medical Needs/Therapies	☐			☐			☐		
21. Assistive/Adaptive Devices	☐			☐			☐		
22. Other	☐			☐			☐		
23. Other	☐			☐			☐		

Content Of This Form Is Advisory, Not Binding On The IEP Process

C. Residential:

1. Where does *person* live now? a. parent/guardian ____ b. alone ____ c. with spouse or roommate ____ d. group home ____ e. other(describe) ________________
2. If person lives at home, how likely will *person* eventually live away from home? a. definitely will ____ b. probably will ____ c. probably won't ____ d. definitely won't ____ e. don't know ____
3. Do you see this *person*'s residential situation changing in the next five years? yes ____ no ____
4. Describe the residential arrangement that you anticipate for this *person* in the future. ________________
5. How satisfied is *person* with current residential situation? a. very ____ b. somewhat ____ c. not very ____ d. not at all ____
6. Is any agency or service involved with *person*'s residential situation at this time? . . . . yes ____ no ____ (If yes, describe) ________________
7. Is *person* in need of additional residential assistance from an agency or service? . . . . yes ____ no ____ (If yes, describe) ________________

D. Recreation, Social and Leisure:

1. How frequently does *person* get together with friends? a.) less than once a week ____ b.) once a week ____ c.) 2-3 times a week ____ d.) 4-5 times a week ____ e.) more than 5 times a week ____
2. Does *person* belong to any community groups, like a sports team or church group? . . . yes ____ no ____ (If yes, describe) ________________
3. How many good friends does *person* have? a. none ____ b. one ____ c. 2-3 ____ d. 4-5 ____ e. 6 or more ____
4. How often does *person* attend community social events? a. daily ____ b. weekly ____ c. monthly ____ d. yearly ____ e. never ____
5. Does *person* have a recreation/leisure hobby? yes ____ no ____ (If yes, describe) ________________
6. How often does *person* make purchases in the community? a. daily ____ b. weekly ____ c. monthly ____ d. yearly ____ e. never
7. Is any agency or service involved with *person*'s recreation, social and leisure life? . . . yes ____ no ____ (If yes, describe) ________________
8. Is person in need of any additional assistance from an agency or service to assist with his/her recreation, social and leisure life? yes ____ no ____ (If yes, describe) ________________
9. How does *person* travel to and from community activities? ________________
10. Does *person* need assistance to travel in the community? . . yes ____ no ____ (If yes, describe needed assistance) ________________
11. How satisfied is *person* with recreation, social and leisure life? a. very ____ b. somewhat ____ c. not very ____ d. not at all ____

E. Previous High School Experience:

1. How satisfied were you with the high school program? . . . a. very ____ b. somewhat ____ c. not very ____ d. not at all ____
2. How satisfied were you with transition planning? . . a. very ____ b. somewhat ____ c. not very ____ d. not at all ____
3. What were the strengths and weaknesses of the high school program? ________________
4. What concerns you most about the future? ________________

Comments

BEST COPY AVAILABLE

Career Portfolio

Date ____________________

Name of Individual Completing Profile ____

NAME ____ (Last / First / Middle) SCHOOL ____________________

DATE OF BIRTH ____________________ (Year / Month / Day)

SOCIAL SECURITY NUMBER ____________________
AND/OR
STUDENT ID NUMBER ____________________

ADDRESS ____

PHONE (   ) ____________________ (Area Code) SEX ________

IN CASE OF EMERGENCY CONTACT NAME ____

ADDRESS ____

HOME PHONE ____________________ WORK PHONE ____________________

RELATIONSHIP TO STUDENT ____

SPECIAL NEEDS ____

VOCATIONAL PROGRAM(S) CURRENTLY ENROLLED IN ____

VOCATIONAL INSTRUCTOR(S) ____

CAREER GOAL/JOB TITLE ____

ON-THE-JOB TRAINING/WORK EXPERIENCE (if applicable)

DATES OF EMPLOYMENT	JOB TITLE	JOB CODE	SUPERVISOR'S NAME	TRAINING STATION	ADDRESS OF EMPLOYER	PHONE	COMMENTS

The objective of the CAREER PORTFOLIO is to assist vocational education and special education personnel in delivering vocationally related competencies needed by mildly handicapped students to obtain and retain employment upon graduation. The competencies listed in the profile were identified through an extensive literature search and a review of materials from the National Center for Research in Vocational Education, as well as curriculum centers in Texas and in other states. All vocationally related competencies identified through this process were organized into five areas: (a) job specific skills, (b) employability skills, (c) independent living self help skills, (d) generalizable skills, and (e) work social skills.

The competency lists from these five areas were sent to a group of individuals to field test. The field test reviewers represented the following groups: (a) special education teachers, (b) vocational education teachers, (c) special education administrators, (d) counselors, (e) vocational education administrators, (f) TEA service area representatives, and (g) service center representatives. These individuals were asked to check those competencies which they felt were necessary for mildly handicapped students to have for employment, and those competencies which are realistic for mildly handicapped students to attain prior to graduation. The competencies which had an 80% or higher response from the field test reviewers are included in the CAREER PORTFOLIO.

Assumptions

The following assumptions should be understood prior to using the CAREER PORTFOLIO:

1. The CAREER PORTFOLIO is to be used as a guide for documenting competencies that have been demonstrated by a student. It does not mean that every handicapped student must master every competency prior to graduation.
2. Although the CAREER PORTFOLIO was developed for mildly handicapped students who would be integrated into regular vocational programs, it can be adapted for other students. The specific disability and level of severity, which will affect a student's abilities, needs and occupational goals, must be taken into consideration when introducing specific competencies into an individual's educational program.
3. Mastery of these competencies should begin at as early an age/grade level as possible. Coordination between educational levels would be helpful (e.g., primary grades, middle school, high school).
4. Competencies from the CAREER PORTFOLIO should be used in formulating the individualized education program (IEP) for each handicapped student.
5. Teaching these competencies to handicapped students should be a cooperative venture among special education teachers, vocational education teachers, and general academic teachers.

Uses

The CAREER PORTFOLIO can be used for a number of purposes:

1. The competencies can provide the basis for informal vocational assessment of an individual student prior to placement in a vocational program. It can also be used as a cooperative planning tool among personnel who will be planning for and working with a student.
2. The competencies in the profile should be matched with the necessary competencies for the specific job title for which the student is being prepared so that the most important ones can be emphasized. An employer or a vocational advisory committee would be helpful in this process.
3. The portfolio can be used as a vocational counseling tool with students and parents.
4. The completed portfolio should be taken by the student to a job interview to provide documentation of competencies that have been mastered. It can be continuously updated by a supervisor as the student progresses on the job.

This product was developed by the University of North Texas
through a grant from the Texas Education Agency (1990)

BEST COPY AVAILABLE

DIRECTIONS

Evaluate the student, using the rating scale on the right. Check the appropriate number to indicate the degree of competency. The rating for each of the skills should reflect job readiness rather than the grade given in the class.

EMPLOYABILITY SKILLS (Competencies that will enable an individual to obtain and retain a job)

The student can	SCALE
1 Establish realistic career goals/interests	N 1 2 3 4
2 Display a positive attitude toward work (work ethic)	N 1 2 3 4
3 Demonstrate a good record of attendance	N 1 2 3 4
4 Display punctuality at school, work and following breaks	N 1 2 3 4
5 Display a pride in work	N 1 2 3 4
6 Demonstrate honesty	N 1 2 3 4
7 Demonstrate dependability	N 1 2 3 4
8 Observe and follow departmental rules and regulations	N 1 2 3 4
9 Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)	N 1 2 3 4
10 Work at a consistent pace	N 1 2 3 4
11 Manage time appropriately	N 1 2 3 4
12 Demonstrate work stability (remains on the job/task until completed)	N 1 2 3 4
13 Work effectively under pressure or within time limits	N 1 2 3 4
14 Keep work area clean	N 1 2 3 4
15 Display respect for other people	N 1 2 3 4
16 Show respect for property of others	N 1 2 3 4
17 Seek help when needed	N 1 2 3 4
18 React appropriately to constructive criticism	N 1 2 3 4
19 Accept praise appropriately	N 1 2 3 4
20 Assume responsibility for own actions/behaviors	N 1 2 3 4
21 Demonstrate appropriate reactions to own mistakes (e.g., acknowledge correction)	N 1 2 3 4
22 Demonstrate appropriate problem solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)	N 1 2 3 4
23 Demonstrate willingness to learn new duties/information	N 1 2 3 4
24 Demonstrate adaptability to changing situations	N 1 2 3 4
25 Follow safety regulations	N 1 2 3 4
26 Respond appropriately to classroom and/or job related emergencies	N 1 2 3 4
27 Practice good hygiene/grooming	N 1 2 3 4
28 Dress appropriately for work/specific job	N 1 2 3 4
29 Correctly complete a job application	N 1 2 3 4
30 Demonstrate appropriate job interviewing skills	N 1 2 3 4
31 Demonstrate the ability to complete a job resume	N 1 2 3 4

RATING SCALE

N No exposure; no experience or knowledge in this area
1 Student has been introduced to the competency
2 Student has some ability to perform the competency; requires frequent supervision
3 Student can perform the competency with limited supervision
4 Student can perform the competency independently with no supervision; job ready

GENERALIZABLE SKILLS (Competencies which are basic, necessary and transferable, or common, across vocational programs and jobs. These competencies are commonly believed to be necessary for success in vocational programs and employment.) (Greenan, 1983)

The student can	SCALE
MATHEMATICS SKILLS	
Whole Numbers	
1 Read, write, and count single digit whole numbers	N 1 2 3 4
2 Read, write, and count multiple digit whole numbers	N 1 2 3 4
3 Add and subtract single digit whole numbers	N 1 2 3 4
4 Add and subtract multiple digit whole numbers	N 1 2 3 4
5 Multiply and divide single digit whole numbers	N 1 2 3 4
6 Multiply and divide multiple digit whole numbers	N 1 2 3 4
7 Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers	N 1 2 3 4
Fractions	
8 Read and write common fractions	N 1 2 3 4
9 Add and subtract common fractions	N 1 2 3 4
10 Multiply and divide common fractions	N 1 2 3 4
11 Solve word problems with common fractions	N 1 2 3 4
Decimals	
12 Carry out arithmetic computations involving dollars and cents	N 1 2 3 4
13 Read and write decimals in one and more places	N 1 2 3 4
14 Round off decimals to one or more places	N 1 2 3 4
15 Add and subtract decimals in one or more places	N 1 2 3 4
16 Solve word problems with decimals in one or more places	N 1 2 3 4
Measurement and Calculation	
17 Use a calculator to perform basic arithmetic operations to solve problems	N 1 2 3 4
COMMUNICATIONS SKILLS	
Words and Meanings	
18 Use plural words appropriately in writing and speaking	N 1 2 3 4
19 Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking	N 1 2 3 4
20 Use appropriate abbreviations of words in writing and speaking	N 1 2 3 4
21 Use appropriate word phrases in writing and speaking	N 1 2 3 4

WORK RELATED SOCIAL SKILLS (Competencies that will enable an individual to establish effective interpersonal relationships on the job)

The student can	SCALE
1 Display behavior that is age appropriate	N 1 2 3 4
2 Work effectively under different styles of supervision	N 1 2 3 4
3 Work cooperatively as a member of a team	N 1 2 3 4
4 Get along and work effectively with people of different personalities	N 1 2 3 4
5 Show up regularly and on time for activities and appointments	N 1 2 3 4
6 See things from another's point of view	N 1 2 3 4
7 Engage appropriately in social interaction and situations	N 1 2 3 4
8 Speak with others in a relaxed and self-confident manner	N 1 2 3 4
9 Compliment and provide constructive feedback to others at appropriate times	N 1 2 3 4
10 Initiate and maintain friendly conversations with another individual	N 1 2 3 4
11 Initiate, maintain, and draw others into friendly group conversations	N 1 2 3 4
12 Join in friendly group conversations	N 1 2 3 4
13 Express complaints appropriately	N 1 2 3 4
14 Avoid arguments	N 1 2 3 4
15 Help others without being asked	N 1 2 3 4
16 Help others when asked	N 1 2 3 4
17 Show control of emotions and behaviors	N 1 2 3 4
18 Demonstrate appropriate manners in a social setting	N 1 2 3 4

SELF HELP/INDEPENDENT LIVING SKILLS (Competencies that will enable an individual to live independently in the community)

The student can	SCALE
1 Provide correct personal information when asked (e.g., name, address, phone number, social security number)	N 1 2 3 4
2 Read and display recognition of street signs	N 1 2 3 4
3 Cross the street independently	N 1 2 3 4
4 Use public transportation (e.g., bus, taxi)	N 1 2 3 4
5 Demonstrate ability to order food from a menu	N 1 2 3 4
6 Demonstrate the ability to read labels (e.g., food, clothing)	N 1 2 3 4
7 Purchase food and groceries	N 1 2 3 4
8 Buy and care for personal clothing	N 1 2 3 4
9 Select clothing appropriate for weather and activity	N 1 2 3 4
10 Demonstrate ability to use laundry products appropriately (e.g., at home, commercial facilities)	N 1 2 3 4
11 Perform basic housekeeping tasks	N 1 2 3 4
12 Ingest medication as prescribed	N 1 2 3 4
13 Correctly count money and make change	N 1 2 3 4
14 Demonstrate appropriate money management through planning and budgeting	N 1 2 3 4
15 Conduct bank transactions (e.g., checking account, savings account)	N 1 2 3 4
16 Obtain help in emergency situations	N 1 2 3 4
17 Plan use of leisure time for hobbies and recreational activities	N 1 2 3 4

Reading	
22 Restate or paraphrase a reading passage to confirm understanding of what was read	N 1 2 3 4
23 Read and understand forms	N 1 2 3 4
24 Read and understand short notes, memos, and letters	N 1 2 3 4
25 Understand the meanings of words in sentences	N 1 2 3 4
26 Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	N 1 2 3 4
27 Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls	N 1 2 3 4
Writing	
28 Compose logical and understandable written correspondence, memos, short notes, or reports	N 1 2 3 4
29 Write understandable statements, phrases, or sentences to accurately fill out forms	N 1 2 3 4
Speaking	
30 Speak fluently with individuals or groups	N 1 2 3 4
31 Pronounce words correctly	N 1 2 3 4
32 Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	N 1 2 3 4
Listening	
33 Restate or paraphrase a conversation to confirm what was said	N 1 2 3 4
34 Ask appropriate questions to clarify another's written or oral communications	N 1 2 3 4

JOB SPECIFIC SKILLS (Competencies that will enable an individual to work effectively on a specific job)

Note: In addition to the competencies listed below, a competency profile of the specific job title should be obtained from the vocational instructor, or a job analysis should be conducted with the employer.

The student can	SCALE
1 Seek clarification of unclear directions or assignments	N 1 2 3 4
2 Use and care for tools, materials and equipment	N 1 2 3 4
3 Produce quality products	N 1 2 3 4
4 Follow directions for a specific task	N 1 2 3 4
5 Follow one step directions correctly	N 1 2 3 4
6 Follow multiple step directions correctly (e.g., two to five steps)	N 1 2 3 4
7 Show recognition of authority figures and supervisors and their roles	N 1 2 3 4
8 Display loyalty to school/company/job	N 1 2 3 4

252

BEST COPY AVAILABLE

	NEEDS EXTENDED REMEDIAL PROGRAM		TRIAL BASIS WITH REMEDIAL ASSISTANCE		READY FOR PLACEMENT	
WORK STABILITY Focused Attention	Environmental stimuli disrupts and discontinues performance		Environmental distractions temporarily interrupt perolmrance		Maintains work performance despite environmental distractions	
Performance	Lacks determination Unable to persist at a task until completed		Occasional encouragement needed to persist and complete task		Able to sustain work performance until completed.	
LEARNING CAPACITY Productiveness	Performs work at an extremely slow rate and unable to complete task within specified time frame		Inconsistent rate of work performance. Productivity varies from task to task		Performs work at an acceptable rate	
Quality	Consistently poor quality of work (i e , sloppiness, incomplete, frequent errors)		Inconsistant quality of work (i e , one area of work completed well, while another poorly done)		Consistently good quality of work, few errors	
RESPONSE TO TRAINING Accepts Supervision	Rejects and is resistent to suggestions and corrections		Accepts suggestions, but may be resistent to corrections		Accepts and responds to suggestions and corrections	
Improvement of Skills	Work skills show little or no improvement with training.		Work skills show some, but inconsistent improvement with training		Work skills show noted and consistent improvement with training	
STRESS TOLERANCE Emotional Stability	Becomes easily upset, emotionally distressed and disorganized		Occasionally becomes emotionally upset, but able to regain calm composure and resume work		Remains emotionally calm even under stress	
Impulse Control	Impatient, unable to wait turn, acts without anticipating consequences of behavior.		Occasionally becomes impatient or does not wait turn. Is able to regain self-control.		Consistent, predictable behavior Adequate self-control	
WORK ATTITUDE Work Satisfaction	Disgruntled and dissatisfied with the work and environment		Has a neutral, undeveloped attitude toward the work and environment		Finds pleasure and satisfaction in the work and environment	
Self Image	Has a negative, demeaning self-image and pesimistic outlook.		Has an idifferent self-image and undefined outlook.		Has a positive self-image and optimistic outlook	

BEST COPY AVAILABLE

Name

Date of Birth / / Phone ( )

Date Enrolled in CCHS / / Student ID #

CLEAR CREE GH SCHOOL
CREDIT EVALUATION
FOUR-YEAR PLAN

High School

Advanced

Adv. / Honors

Credits Required for Graduation

9th Grade 19 Semester 1 2

English 1

Math

Biology

PE

10th Grade 19 Semester 1 2

English 2

Math

World History

Science (or 11 or 12)

PE/Health/PE

Summer School, Correspondence Course, etc.

19

19

19

19

255

11th Grade 19 Semester 1 2

English 3

Math (or 12th)

US History

PE

12th Grade 19 Semester 1 2

English 4

US Govt./Eco.

5th Year 19 Semester 1 2

Required Courses Passed

Eng. I

Eng. II

Eng. III

Eng. IV

Math

Math

Math

Bio.

P.S./

Chem.

W. Hist./

W. Geog.

US Hist.

US Govt.

Eco.

P.E.

P.E.

Health

Advanced-Advanced/Honors Requirements

Foreign Language I

Foreign Language II

Computer Math

Fine Arts

Science

Required Courses to Schedule

11th Grade

12th Grade

1.
2.
3.
4.
5.
6.

Summary Through Grade 11

Credits

Rank/Class /

Quartile

GPA

TAAS: Reading Writing Math

PSAT

SAT

ACT

College/Vocation

Student:

Co or:

256

211

Clear Creek Independent School District
Department of Special Programs

Cooperative Vocational Assessment Review

Name: ______________________ School: ______________________

Birthdate: ______________________ Grade: ______________________

Sex: ______________________ Date: ______________________

Sources of Information:

___CAPS	___McCarron-Dail	___Teacher interview
___COPS	___Janus	___Student interview
___ASVAB	___Parent interview	___Other: ______________

Comments:

Recommendations for ARD Committee Consideration:

___Academic program

___Vocational program

___Vocational program with modification

___Special Programs vocational courses
Specify: ______________________________________

___Further vocational assessment
Specify: ______________________________________

___TRC referral

____
Vocational Counselor/Teacher

____
Special Programs Evaluator

PRE-TEST

1. What year of high school are you?

2. Will you graduate on time with your class?

3. Do you feel that you have been successful in school from elementary through hunior high to high school? If not,check reason(s) below:

   a. changed schools several times________________.
   b. school has always been hard for me________________.
   c. I never felt like I belonged________________.
   d. I have failed at least one grade level________________.
   e. I have always made poor grades________________.
   f. I've never had anyone I could talk to________________.
   g. I've never joined a school club________________.
   h. Other________________.

4. Do you feel it is important to have someone your own age you can go to for support?

5. Who do you go to for this kind of support?

6. What are major problems you feel high school students have to deal with today? List and number them in order of importance.

7. Do your friends come to you for support?

8. Do you have a difficult time dealing with anger? If you answer "yes", what do you do about it?

9. Self-esteem is generally having a good feeling about oneself, and having confidence in oneself. Do you have self-esteem?

10. What are some ways students develop a good self-esteem? Please list.

11. Do you believe peer support groups can help develop a positive self-esteem?

12. If you answered yes to question #11, list some of the ways peer support groups might help you develop confidence.

13. Have you ever belonged to a peer support group? If yes, did it increase your self-esteem? How?

14. Why did you sign up for a peer support group?

15. If you were to rate your self-esteem on a scale of 1 to 10, (10 being the highest positive self-esteem and 1 being the lowest), where would you rate yourself? Circle the number.

1 2 3 4 5 6 7 8 9 10

16. From what you now know about peer groups, would you recommend a peer support group to your friends?

POST-TEST

1. Have you had a reasonably successful school year? If you answered yes, to what would you attribute your success.

2. Have you received full credit for this school year?

3. How would you now define self-esteem?

4. If you were to rate your self-esteem on a scale from 1 to 10 (10 being the highest), where would you rate your self-esteem? Circle the number.

1 2 3 4 5 6 7 8 9 10

5. Do you feel your self-esteem (self-confidence) has increased this year? If so, why?

6. Are you involved in any school clubs, sports, or activities? If so, which ones?

7. What were some of the things you learned about yourself in your peer group that helped you?

8. Would you recommend a peer support group to your friends? Why or why not?

9. Would you belong to a support group next year? WQhy or why not?

10. Do you feel belonging to a peer support group improved your self-esteem? Circle the answer that fits your view on how much it improved your self-esteem (confidence):

Not at all	slightly	moderately	very much	a whole lot
1	2	3	4	5

11. What suggestions for improvement would you make for nexct year's volunteer peer grouping?

12. If your peer support group did raise your self-esteem and self-confidence, in what ways did the peer group activities improve your self-confidence?

6/93 CBVI-5

Clear Creek Independent School District
Department of Special Programs

EVALUATION OF TRAINING AND WOR
LEVEL III VOCATIONAL ASSESSMEN

MASTER

On-Site Trainer/District Staff ____________________ Student ____________

Training/Work Site ____________________ Date ____________ Campus ____

Brief description of training or work site and student duties:

Specific job adaptations necessary for student performance:

RATINGS:	Very Good	Average	Not Acceptable
Appearance (appropriate for job situation)	☐	☐	☐
Attitude (willing, energetic)	☐	☐	☐
Cooperation (coworkers, supervisor)	☐	☐	☐
Job Skills (thoroughness, neatness, accuracy)	☐	☐	☐
Work Volume (speed, budgeting time, staying busy)	☐	☐	☐
Dependability (on time, reasonable notice of absence)	☐	☐	☐
Safety (regular demonstration of safe behavior)	☐	☐	☐

CHECK LEVEL OF SUPERVISION REQUIRED ON SITE:

- ☐ Direct supervision (one-to-one)
- ☐ Indirect supervision (in area)
- ☐ Periodic supervision (on site at regular intervals)
- ☐ Nondisabled coworker
- ☐ Independent

COMMENTS:

STRENGTHS	LIMITATIONS

RECOMMENDATIONS:

On-Site Supervisor/Business Contact (Name or Signature)

Teacher Signature

Clear Creek

Region IV ESC (1990)*

Consumer Guide to Transition Planning

Name:____________________________ DOB:_____________

School:____________________________ Grade:____________

Questions for the Future?

1. When do you think you will finish high school?

2. Do you want to have a job when you finish high school? (If yes, describe)

3. Where do you want to work after you leave high school?

4. What kind of help might you need to get a job after high school?

5. Do you want to go on to school or further vocational training when you finish high school? (If yes, describe)

6. What help might you need to go on to school after high school?

7. Where do you want to live after you leave high school?

8. What would you need to live on your own after high school?

9. What do you do for fun?

10. Do you have any special hobbies?

11. How will you travel to and from your job?

12. How will you travel to and from community activities?

13. Do you take prescription medications or have any medical concerns? (If yes, describe)

14. How will you pay for health and medical care?

15. How much money will you need to live in the community?

16. Where will you get the money needed to live in the community?

Region IV(1990)*

How do you feel about your school program?

1. Are you getting vocational experience in real work settings?

2. Are you learning to be more independent?

3. Are you participating in extra-curricular/after school activities?

4. Are you enjoying yourself and having fun?

5. Are you receiving some instruction in community-based, non-school settings? (if yes, describe)

6. Where would you like to work during the next school year to help you get the job you want?

7. What would you like to learn this year to help you succeed in schooling such as community colleges or universities?

8. What do you need to know to help you live more independently in the community?

9. What would you like to do this year to have fun and enjoy yourself more?

10. Do you need any special help?

Interviewer:______________________________ Date:_________________

*adapted from the Illinois Transition Project and Sonoma County Transitions Project

Clear Creek

Region IV ESC (1990)*

Parent/Guardian Survey for Transition Planning

Student Name:______________________ Date of Birth:________
Address:______________________ Phone:____________

Respondent Name:______________________
Address:______________________ Phone:____________

Futures Planning

1. When do you plan on your child finishing high school?

What type of employment situation do you think would be best for your child?

3. What kind of support/help would be needed by your child to be employed after leaving high school?

4. Would you want your child to go on to school or further training after leaving high school?

5. If your child would want to go on to school, what would be the best situation and what help (if any) would (s)he need?

6. Where will your child live immediately after leaving school?

7. Where would you want your child to be living five years after leaving high school?

8. What type of support/help (if any) would be needed for your child to live where (s)he wants?

9. After leaving school, what types of thing would your child want to do to have fun?

10. What kind of support/help (if any) would be needed for your child to participate in social activities after leaving school?

Transition Services

Agency Involvement

1. With what non-school or community services are you currently in contact?

2. What non-school agencies or services do you feel would be of value in transition planning with your child?

Anticipated Services Needed

1. Which of the following services are you currently in need?
    a. Employment Placement___
    b. Income Support___
    c. Medical Services___
    d. Transportation___
    e. Case Management___
    f. Guardianship___
    g. Other___

2. Which of the following services do you anticipate your child to need after (s)he leaves high school?
   a. Employment Placement___
   b. Income Support___
   c. Medical Services___
   d. Transportation___
   e. Case Management___
   f. Guardianship___
   g. Other___

General Information

1. What are your greatest concerns about your child's program at the present time?

2. What are your greatest concerns for your child after (s)he leaves high school?

Signature of Respondent ______________________

Date ______________________

---

*adapted from the Illinois Transition Project and Sonoma County Transitions Project

VOCFALL

[redacted]

SCH [redacted]

TCH [redacted] PERIOD 7

FALL VOCATIONAL EDUCATION LIST
ENROLLMENT REPORT

STU NO	STUDENT NAME	BIRTH DATE	GR	SEX	ETH	ECD	EDD	FOS	SPE	LEP	NTR	CRS-NO	CRS NAME	COURSE CODE OR CO-OP INST CODE	TEA GENERIC CO-OP CODE	VAL	ELG	SEQ	EW	EFFECTIVE CHANGE DATE
			09	M	4		Y					8721	GRAPH COM	11628004		1	E	2		
			11	F	4		Y					8721	GRAPH COM	11628004		1	E			
			11	F	4		Y		LD	1		8721	GRAPH COM	11628004		1	E			
			10	M	4		Y		ED			8721	GRAPH COM	11628004		1	E			
			09	M	4		Y					8721	GRAPH COM	11628004		1	E			
			11	F	4		Y					8721	GRAPH COM	11628004		1	E			
			10	M	4		Y					8721	GRAPH COM	11628004		1	E			
			09	F	4		Y				Y	8721	GRAPH COM	11628004		1	E			
			09	M	4		Y		LD			8721	GRAPH COM	11628004		1	E			
			09	M	5							8721	GRAPH COM	11628004		1	E	/		

VOCFALL

[redacted]

FALL VOCATIONAL EDUCATION LIST
ENROLLMENT REPORT

SCH [redacted]

TCH [redacted] PERIOD 1

STU NO	STUDENT NAME	BIRTH DATE	GR	SEX	ETH	ECD	EDD	FOS	SPE	LEP	NTR	CRS-NO	CRS-NAME	COURSE CODE OR CO-OP INST CODE	TEA GENERIC CO-OP CODE	VAL	ELG	SEQ	E-W	EFFECTIVE CHANGE DATE
			09	F	4		Y				Y	8425	AUTO TECH	11620007		2	E	2		
			10	M	2		Y		LD			8425	AUTO TECH	11620007		2	E			
			09	M	3				OH			8425	AUTO TECH	11620007		2	E			
			12	M	5		Y					8425	AUTO TECH	11620007		2	E			
			---11	M	4		Y					8425	AUTO TECH	11620007		2	E		W	
			11	M	4		Y					8425	AUTO TECH	11620007		2	E			
			11	M	4		Y			7		8425	AUTO TECH	11620007		2	E			
			12	M	3							8425	AUTO TECH	11620007		2	E			
			11	M	4		Y		LD	O	Y	8425	AUTO TECH	11620007		2	E			
			09	F	4		Y			7	Y	8425	AUTO TECH	11620007		2	E			
			10	M	4							8425	AUTO TECH	11620007		2	E			
			09	M	4		Y					8425	AUTO TECH	11620007		2	E			
			11	M	3		Y					8425	AUTO TECH	11620007		2	E			
			10	M	4		Y		ED	O		8425	AUTO TECH	11620007		2	E			
			11	M	5							8435	AUTO TECH	11620007		2	E			
			11	M	4							8425	AUTO TECH	11620007		2	E			
			10	M	4		Y		LD	O		8435	AUTO TECH	11620007		2	E			
			11	F	5		Y				Y	8425	AUTO TECH	11620007		2	E			
			12	M	4		Y			2		8435	AUTO TECH	11620007		2	E			
			~~10~~	~~M~~	~~4~~		~~Y~~			~~O~~		~~8425~~	~~AUTO TECH~~	~~11620007~~		2	E I		W	[illegible]
			10	M	4							8425	AUTO TECH	11620007		2	E			
	[redacted]		10	F	4	-	-	—			Y	8425		11620007		2	E			[illegible]
	[redacted]		11	M	5		Y		EC			8425		" "		2	E			[illegible]
	[redacted]		10	M	4		Y		LC			8435		" "		2	E			[illegible]
	[redacted]		9	M	4		Y		LC			8425		" "		2	E			10-27
	[redacted]		9	M	4		Y		LC			8425		11[illegible]		X	I			

BEST COPY AVAILABLE

269

270

223

VOCFALL

[redacted]

[redacted]

FALL VOCATIONAL EDUCATION LIST
ENROLLMENT REPORT

TCH [redacted] PERIOD 0

STU NO	STUDENT NAME	BIRTH DATE	GR	SEX	ETH	ECD	EDD	FDS	SPE	LEP	NTR	CRS NO	CRS NAME	COURSE CODE OR CO OP INST CODE	TEA GENERIC CO OP CODE	VAT	EIG	SEQ	E W	EFFECTIVE CHANGE DATE
			12	F	4							27120	HECE IA	11610606	11612600	3	E	1		
			12	M	5		Y				Y	27220	HECE IIA		11612600	3	I	1		
			10	M	4		Y			7	Y	27120	HECE IA	11610602	11612600	3	E	1		
			12	F	4					1		27120	HECE IA		11612600	3	I	1		
			11	M	3		Y				Y	27120	HECE IA	11610601	11612600	3	E	1		
			11	F	3		Y					27120	HECE IA		11612600	3	I	1		
			12	F	5							27120	HECE IA	11610606	11612600	3	E	1		
			11	M	4		Y		1D	0	Y	27120	HECE IA	11610602	11612600	3	I	1		
			11	F	4		Y					27120	HECE IA	11610604	11612600	3	E	1		
			12	F	4					7		27220	HECE IIA	11610602	11612600	3	E	1		
			11	M	3		Y				Y	27120	HECE IA	11610601	11612600	3	E	1		
			12	F	3							27120	HECE IA	11610601	11612600	3	E	1		
			10	F	3		Y					27120	HECE IA		11612600	3	I	1		
			12	F	4		Y			0		27120	HECE IA	11610602	11612600	3	E	1		
			~~11~~	~~F~~	~~4~~		~~Y~~					~~27120~~	~~HECE IA~~		11612600	3	I			[illegible]
			12	F	4		Y			0		27220	HECE IIA	11610601	11612600	3	E	1		
			10	F	4		Y			1		27120	HECE IA	11610601	11612600	3	E	1		
			12	M	5		Y				Y	27220	HECE IIA	11610606	11612600	3	E	1		
			12	F	4		Y			7		27120	HECE IA	11610601	11612600	3	E	1		
			11	F	4		Y			1		27120	HECE IA	11610602	11612600	3	E	1		
			12	M	4		Y				Y	27120	HECE IA	11610606	11612600	3	E	1		
			12	F	4							27120	HECE IA	11610606	11612600	3	E	1		
			10	F	3		Y					27120	HECE IA	11610601	11612600	3	E	1		
			12	F	4		Y					27210	HECE IB		11612600	3	I	1		
			11	M	3		Y				Y	27120	HECE IA	11610602	11612600	3	E	1		
			12	M	4		Y			7	Y	27120	HECE IA		11612600	3	—7			

DRAFT

Individual Student Career Plan

Name: ____________________ Career Pathway: ____________________

Student I.D.: ____________________ Graduation Plan: (circle one) State Recommended (S)

High School You Will Attend: ____________________ General (G) Advanced/Advanced with Honors (A/AH)

FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
English/L.A.	____	English/L.A.	____	English/L.A.	____	English/L.A.	____
Mathematics	____	Mathematics	____	Mathematics	____	________	____
Social Studies	____	Social Studies	____	________	____	Gov't./Econ.	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
________	____	________	____	________	____	________	____
Year Total:	____	Year Total:	____	Year Total:	____	Year Total:	____

CORE REQUIREMENTS

	G	A/AH	S
English/L.A.	4	4	4
Mathematics	3	3	3
Science	2	3	3
Social Studies	2	2	3
Gov't./Economics	1	1	1
Physical Education	1.5	1.5	1.5
Health	.5	.5	.5
Computer Science	0	1	1
Foreign Language	0	2	3
Fine Arts	0	1	1
SUBTOTAL	14	19	21
and			
Electives	8	3	3*
TOTAL	22	22**	24

* Precalculus (or approved substitutions)	1
Science (approved)	1
Electives	1
OR	
State-approved coherent sequence of courses for career/tech prep	3
OR	
Specialization in state-approved college prep courses	3

** Advanced Grad./Honors includes at least 5 units of honors courses approved by the Board of Trustees.

NOTE: Students completing a TEA approved Tech Prep Plan will meet criteria for the advanced graduation plan as long as the program meets the core requirements and provides equivalence of a 24-credit program.

A two- or three- hour career and technology education course may substitute for Physical Education.

FOR OFFICE USE ONLY

Plan includes (check one)

- ____ Coherent sequence-- Academic Specialization
- Coherent sequence-- Career/Technology Education:
  - ____ a. Tech Prep
  - ____ b. Other

I wish to pursue a Tech Prep Associate Degree in ____________________

Student Signature: ____________________ Date: __________

Counselor Signature: ____________________ Date __________

Parent Notified: ____________________ Date: __________

PART VII

PART VI: DATA COLLECTION INSTRUMENT

Program Improvement/review Forms Developed by Workshop Participants: The participants felt these could be used to collect data from all institution personnel who gather such data annually and then used by the Special Populations Coordinator (designated person) to review and recommend areas/strategies for improvement on an annual basis. These would also serve as a data bank for questions and concerns when needed. Full information and details would still be kept in the areas as needed.

Data Collection: Special Populations Office

SOURCE OF FUNDS for Specific Funding Year: estimate total funding your institution received from each source listed below for vocational-technical education.

SOURCE	Funding Year
1. Tuition (excluding Pell Grants) and fees	$
2. Local funds	$
3. State funds	$
4. Federal funds	
a. Perkins basic grant	$
b. Perkins competitive grants	$
c. JTPA 8% funds	$
d. Other JTPA funds	$
e. JOBS fund	$
f. Pell grants	$
g. Other federal funds	$
h. TRC	$
i. Other (specify)	$
Total yearly funding for Vocational-Technical education	$

USES OF PERKINS BASIC GRANT	
1. Salary for new teaching positions	$
2. Benefits for new teaching positions	$
3. Salary for existing teaching positions	$
4. Benefits for existing teaching positions	$
5. Salary for new support positions (counselors, tutors, etc.)	$
6. Benefits for new support positions	$
7. Salary for existing support positions	$
8. Benefits for existing support positions	$
9. For professional development	$
10. For curriculum development/modifications	$
11. For instructional supplies	$
12. To purchase new or replacement equipment for special populations	$
13. To purchase replacement/modified equipment for vocational-technical programs	$
14. For institutional development (promotion, marketing, etc.)	$
15. For travel to training, conferences, etc.	$
16. Continue vocational-technical program(s)	$
17. Improve vocational-technical program(s)	$
18. Provide new vocational-technical program(s)	$
19. Continue support services for special populations	$
20. Improve support services for special populations	$
21. Provide new support services for special populations	$
22. Total number of tech-prep programs	$
23. Total number of tech-prep programs that are being developed	
24. Number of tech-prep programs at least partially Perkins funded	
25. Number of tech-prep programs at least partially Perkins funded that are being developed	
26. Other (specify) (internship, mentor, etc.)	
TOTAL PERKINS BASIC GRANT	$

TYPE OF CHANGE THAT OCCURRED DURING ACADEMIC YEAR						
TYPE OF CHANGE	DID CHANGE OCCUR?			CAUSE OF CHANGE		
	Yes	No	Elimination of set asides in Perkins Act	Change in Amount of Perkins	Other Changes in Funding	Other
1. Added program(s)						
2. Added service(s) for special populations						
3. Eliminated program(s)						
4. Eliminated service(s) for special populations						
5. Expanded enrollment in existing program(s)						
6. Expanded content in existing program(s)						
7. Expanded existing services for special populations						
8. Reduced existing programs						
9. Reduced existing services for special populations						
10. Developed assessment/ evaluation instruments						
11. Used other funding to support program(s) formerly supported by Perkins funds						
12. Purchased equipment for use by special populations						
13. Purchased equipment						
14. Upgraded faculty skills						
15. Improved curriculum						
16. Modification of curriculum						
16. Other (specify)						

Listed below are items that could be considered measures of quality in vocational-technical programs. Please indicate whether your institution used each measure to assess any vocational-technical programs during funding year, and whether your institution had a standard associated with each measure.

TYPES OF QUALITY MEASURES AND STANDARDS				
	Used in self analysis?		Was there a standard?	
	YES	NO	YES	NO
1. Placement rates (employment, military service, or additional training/education				
2. Program completion or graduation rates				
3. Program retention rate				
4. Starting salary of those who completed a program				
5. Increase in wages over 1 year period				
6. Length of time to gain employment after program completion				
7. Pretest-posttest for occupational competency gains				
8. Pretest-posttest for academic competency gains				
9. Percent of vocational-technical students going to 4 year institutions				
10. Results of state licensing exams				
11. Employer satisfaction with those who complete a program				
12. Student satisfaction with vocational-technical education received				
13. Other (specify)				

14. For funding year, for how many vocational-technical programs did your institution apply a standard to assess the quality of that program?

______ Total number of Programs

______ Total number with applied standard

15. For the funding year, for about how many vocational-technical programs that were allocated any Perkins Basic Grant did your institution apply a standard?

______ Number

What principal method did your institution use to allocate funds for programs during the academic year? Please check appropriate category.

a. Chose campus site(s) that served a concentration of special populations ______

b. Chose program(s) that served a concentration of special populations ______

c. Chose program(s) that needed to serve more special populations ______

d. Based on other factors ______

SERVICES PROVIDED. Listed below are services that might be provided to vocational-technical special populations. For each service indicate whether it was available and used by special populations students at your institution and for the students who needed each service, the extent to which their needs were met.

SERVICES	Services available for funding year			To what extent were students' needs met?			
	Not Available	Available, but not used	Available and Used	Very great	Moderate Extent	Some extent	Not Needed
1. Curriculum/course modification for students with disabilities							
2. Testing/assessment							
3. Remediation of basic academic skills							
4. Instructional aides							
5. Tutoring							
6. LEP Services							
7. Interpreter service for hearing impaired							
8. Reader for persons with sight loss							
9. Personal care attendant							
10. Special/modified equipment to accommodate disabilities							
11. Removal of physical barriers							
12. Transportation services for students with disabilities							
13. Liaison with social service agencies							
14. Day care for children of students							
15. Other (specify)							

PLACEMENT SERVICES. Listed below are services that might be provided to vocational-technical special populations. For each service indicat whether it was available and used in by special populations students at your institution, and for the students who needed each service, the extent to which their needs were met.

Placement Service	Service available to Special Populations for the year			To what extent were needs met?			
	Not Available	Available but not used	Available and used	Great Extent	Moderate Extent	Some Extent	To No Extent
1. Career counseling							
2. Career assessment							
3. Career exploration							
4. Mock job interviewing							
5. Jos list or bank							
6. Job development							
7. Job coaching							
8. Job mentoring							
9. Job support groups							
10. Interview scheduling							
11. Transporation to interview							
12. Preparation of resumes							
13. Shadowing							
14. Job Fair							
15. Other (specify)							

During the funding year, where and how did representatives of your institution attempt to recruit special populations students? Check appropriate sites and explain.

SITES FOR RECRUITMENT FOR SPECIAL POPULATIONS STUDENTS		
Area	Where	How
1. Area comprehensive high schools		
2. Special schools for students at-risk		
3. Special schools for students with disabilities		
4. Area vocational technical institutions		
5. Social service agencies		
6. Vocational rehabilitation agencies		
7. Community-based organizations		
8. Religious organizations		
9. JTPA programs		
10. College fair		
11. Through print or other media		
12. Correctional Sites		
13. Texas Department of Corrections		
14. Texas Youth Correctional Facilities		
15. County Correctional Facilities		
16. Job Corps		
17. Department of Human Services		
18. Other (specify)		

METHODS TO INTEGRATE ACADEMIC AND VOCATIONAL-TECHNICAL EDUCATION: During the funding year, to what extent, if any, did your institution use each of the following methods to integrate academic and vocational-technical education?

Method	Very Great Extent	Great Extent	Moderate Extent	Some Extent	Little or No Extent
1. Academic skills were taught in required academic classes					
2. Academic curricula formally incorporated occupational concepts (writing assignments focused on occupational topics, etc.)					
3. Academic skills instruction was formally incorporated into vocational-technical class curricula					
4. Special academic classes were designed specifically for vocational-technical programs (math for electronics students, etc.)					
5. Academic and vocational-technical faculty taught in teams					
6. Other methods of teaching academic skills to vocational-technical students					

CREDENTIALS OR QUALIFICATIONS FOR VOCATIONAL-TECHNICAL FACULTY. Estimate the number of vocational-technical faculty in your institution with each of the following credential/qualification.

Credential/Qualification	Number
1. Vocational-technical teaching certificate for specific field	
2. Professional license or certification	
3. Continuing education credits for vocational-technical faculty in any education area	
4. Continuing education credits for vocational-technical faculty in their technical field	
5. Continuing exposure to related industry or field of expertise	

COMPETENCY-BASED PROGRAMS. Consider your programs for the funding year and indicate numbers which apply to the following:

Statement	Number	
1. What is the totel number of competency-based programs in the institution?		
2. Number of Perkins-funded competency-based programs?		
3. Competency-based standards derived from each of the following sources:		
a. Federal licensing requirements (Federal Aviation Administration, etc.)		
b. National trade, industrial, health, or professional organization		
c. Regional accrediting organization		
d. State licensing requirements		
e. State-wide trade, industrial, health, or professional organization		
f. State government		
g. Local business or industry		
h. This institution alone		
i. Other (specify)		
4. Total number of programs with competency certificates		
5. Total number of Perkins-funded programs with competency certificates		
The following statements should be answered Yes/No	Yes	No
6. Is there a policy for retraining, at institution's expense, for any graduates/completers that did not have the minimum skills needed to perform the work for which they were trained?		
7. Listed below are types of contributions made by community organizations, businesses, agencies, or groups to help vocational-technical programs and students. Which of these contributions were made to your institution?		
a. Faculty worked at local industry for their professional development		
b. Industry people taught in the institution		
c. Helped develop/modify curriculum		
d. Advised students on skills needed in the workplace		
e. Donated money to a program		
f. Donated material, supplies, or equipment to a program		
g. Provided work/study/cooperative education/apprenticeship positions		
h. Made facilities available to other than cooperative education students		
i. Evaluated students for competency attainment		
j. Helped develop competency standards		
k. Assessed vocational-technical program quality		

COMPLETERS/LEAVERS DATA. Consider your most recent completers and leavers. List the number of students who were doing the following:

Category	Number
1. Were in a 4 year college	
2. Were in another program at same institution	
3. Were working in the area of training	
4. Were working outside the area of training	
5. Were working but job relationship to training unknown	
6. Were in the military	
7. Were unemployed	
8. Status was unknown at the time	
9. Transferredc to same training program in another training institution	
10. Other (specify)	

PART VIII

PART VIII: PROPOSAL WRITING PROCESS

Obtain additional funds to serve students who are members of special populations through the proposal writing process

Typical Proposal Elements

One plan for proposal writing that is applicable in all situations does not exist. However, individuals experienced in grantsmanship are cognizant of the fact that a **general pattern** does fit most proposal writing efforts. Generally, a well-written proposal is made up of the several major components identified below:

Major Proposal Components

I. Title Page
II. Proposal abstract
III. Statement of problem
IV. Program objectives
V. Plan of action
VI. Staff
VII. Facilities
VIII. Evaluation
IX. Budget

The format of the proposal is dependent upon the specific criteria issued by the funding agency and existing guidelines should be followed closely. In the absence of a prescribed format, the one shown above may serve as a useful guide.

Information to be provided by each major component is described below.

- **Title Page**. The title should be **brief**, yet **descriptive**. Information that needs to be presented on the title page includes:

1) the name and address of the applicant
2) the agency to which the proposal is being submitted
3) the inclusive dates of the proposed effort
4) the total amount of funds requested
5) the signatures of personnel who are authorized to sign legally binding documents.

- **Proposal abstract.** A proposal abstract is a brief **summary** of the statement of need, the objectives, strategies, and expected outcomes of the proposed plan. It should be written as concisely and accurately as possible. In most cases, the proposal abstract is only one page in length.

- **Statement of problem**. This section of the proposal is designed to explain what needs to be done and why. In most cases, proposal writers err in the direction of presenting a need that is so global that it cannot be met by attainment of objectives described in the plan. In writing this section of the proposal it is important to keep in mind that the individuals who will be reviewing the proposal are not necessarily informed about the general problem area. Highly technical terms, if used at all, should be clearly explained. State the specific problem and offer a solution.

An adequate review of the **literature** is usually incorporated to give further evidence of the need for the proposed project and to reflect the current state of the art in attempted solutions. Overall, it is the applicant's job to convinced the reviewer that a gap exists between "what is" and "what should be" and that the applicant proposes to fill this gap.

Special emphasis should be given to the impact that the proposed project is likely to have upon similar problems existing elsewhere. The greater the widespread identified problem is perceived as having, the more apt the application is to receive serious consideration for funding.

Many proposal developers have found it useful to highlight their organization's **capabilities** in solving similar or related problems in this section of the proposal. However, highly detailed information about the applicant should be incorporated in the plan of action of the proposal or attached as an appendix.

In summary, this section of the proposal documents the need and provides the rationale for the proposed project effort. It represents the first major section of the proposal and is, therefore, the most important component of the proposal document. The skilled grantsperson will strive to ensure that this section compels the reviewer to read on. Make the statement of need **AFTER** showing the problem.

- **Program objectives.** This section should be introduced by a statement of the overall intent of the proposed project. In this section, the overall purpose of the proposed project must be further defined by specific, **measurable objectives**. The establishment of specific objectives to accompany broad program goals is important to the success of any program. Without specifically stated program objectives, it is difficult to ensure that the program is focused upon need-based expected outcomes and almost impossible to determine whether program goals are ever obtained.

In addition to the role that objectives serve in evaluation they provided the framework for the selection of appropriate strategies, personnel, and resources. Well-written program objectives will specify the desired outcome, a particular time frame, and a minimum level of acceptability.

- **Plan of action.** One way to introduce this section, which spells out how the identified objectives will be met, is to describe the **overall approach** for the project. This overview is used to present the project design in general terms.

At this point, it is important to keep in mind that the various proposal components are interrelated. The problem statement provided the answer to the "why"; program objectives, the "what"; and the plan of action must next answer the "how."

The proposal writer must identify specific activities aimed at accomplishing each program objective. A management tool referred to as a work breakdown structure may be employed to subdivide each objective into successively more detailed elements that are required to accomplish each objective. An abbreviated example follows.

Work Breakdown Structure

Program Objective	Activities	Tasks
1.0 Conduct 5 workshops on grantsmanship for a minimum of 100 participants by February 15.	1.1 Select participants	1.1.1 Prepare list of potential participants 1.1.2 Develop promotional materials 1.1.3 Distribute promotional materials 1.1.4 Log participant responses 1.1.5 Notify participants of selection 1.1.6 Prepare participant list by workshop
	1.2 Develop program materials.	

In the previous example, six tasks were identified as necessary for accomplishing one major activity that would be required for attaining the project objective. Breaking the program objective down into more detail helps assure that important activities are not overlooked.

It is suggested that a detailed analysis of tasks related to the accomplishment of the overall project objectives be undertaken before writing this section of the proposal.

Different individuals can work simultaneously on specifying the tasks related to different program objectives using this approach.

It should be pointed out here that grantsmanship is usually a group rather than an individual process. Effective grantsmanship is, therefore, highly dependent upon the coordinated efforts of group members to achieve a mutual goal.

A realistic **time schedule** presented in this section of the proposal will indicate that the project has been carefully planned and that the activities can be accomplished during the designated time period. The time schedule can be presented using a variety of techniques ranging from simple bar charts (Gantt) to the use of more sophisticated management tools such as PERT (Program Evaluation and Review Technique). The simpler Gantt chart ed for the novice fund seeker.

Gantt Chart

TASK	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Select workshop participants	15					
Develop program materials		15				
Identify workshop leadership			20			

An important note of caution in writing the plan of action section follows. Do not leave out anything that you are planning to do, because if it is not in the proposal, reviewers are apt to assume that it is not a part of your plan. Many times beginning proposal developers are tempted to omit a description that they consider obvious. These omissions have been the reason for an otherwise adequate proposal not getting funded.

- **Staff.** This section of the proposal presents information on the following types of considerations:

1. Who will be the key project staff?
2. How will the project be administered?
3. Are there going to be any cooperative relationships or affiliated agreements?

The proposal writer should clearly define who will have **overall responsibility** for the project. In addition, the procedures for coordination of various aspects of the proposed scope of work among various participants should be detailed. It is frequently easier to present this information when charts are used to accompany and clarify the narrative. An example may be to include an organizational staffing chart to depict clearly the locus of control for the project.

If **consultants** are to be used, their role and contribution to the project's success should be explained. Likewise, the role of advisory councils or other collaborative agreements are explained in this section.

Key project staff member qualifications for successfully completing the work should also be included. However, it is necessary to focus specifically on areas of their background and expertise that relate directly to their qualifications in terms of the proposed effort. In an attempt to provide greater detail. a common practice is to include curriculum vitae of key project staff in an appendix.

Letters of agreement from consultants or other personnel external to the submitting agency should also be appended. The funding agency is thus assured of having their commitment.

- **Facilities.** The setting for the project should be clearly described in this section. The availability of **supporting resources** such as research libraries, computer facilities, and conference rooms that are needed to successfully conduct the project should be noted.

In other words, this section should be devoted to a description of the location and the nature of facilities that will be used **specifically** for the proposed project. If facilities are to be leased, it is important to explain the terms of the lease and to justify the request for leased facilities.

Within this section, the applicant should also describe the major equipment that is needed. An outline of what the agency already has and what it is requesting to purchase should be described.

- **Evaluation.** The evaluation design for the proposed project should serve to provide useful information to the project manager and the appropriate project. In addition, the evaluation should be designed to determine whether the program **accomplished its purpose.**

The starting point of a good evaluation design is the program objectives. There are several items that should be described in relation to each program objective or, where the same means of evaluation are used, for a group of related objectives.

These items include:

1. the evaluation information that is needed
2. the purpose that the information is intended to serve
3. the source of information
4. the means for obtaining the needed information, and
5. the means of analyzing and reporting the information.

Other important elements to include in the evaluation plan are the identification of responsibility for the evaluation, how often or when the evaluations will be made, and what will be done with the evaluation results.

It the evaluation is to be conducted by someone external to the program staff, it is essential that early collaboration between program staff and evaluators is documented.

The evaluation section of a proposal is frequently the one that reflects the least thought and planning. This section can help or hurt your chances for funding.

- **Budget.** The preparation of a budget to accompany the detailed project plan may be viewed best as the translation of other sections of the proposal into the common denominator of dollars. The budget should be based upon the stated program objectives and the plan of work.

Most funding agencies require a detailed program budget for the first full-year of funding. If the proposed project is to be of longer duration, estimates by budget categories for the succeeding years are generally adequate.

In planning all budget estimates, the experienced grantsperson keeps in mind that all proposed budgets may have to be cut regardless of program merit. Although not an openly recognized practice, budgets are frequently constructed on slightly higher estimates of cost than may actually be anticipated.

The funding agency may have specific forms for submitting budget requests. Most often, the categories include the following:

- Personnel
- Employee Benefits
- Equipment
- Communication
- Travel
- Supplies
- Services
- Indirect Costs

BUDGET CATEGORIES

Personnel

Enter here all administrarive, program professional, and clerical costs. Professionals are usually figured on a salary basis, with clerical staff figured on an hourly basis.

Include the **costs of any consultants** that may be required. Each agency usually provides the daily rate for consultant services.

Fringe Benefits

Usually figure **fixed percentage of the salary and wages** of regular employees. You can get the percentage figure from your accounting/personnel/payroll office.

Do not figure fringe benefits for consultant costs.

Travel

Be conservative in travel expenses. Figure as precisely as possible the actual travel costs for project operations.

Include **mileage, meals, and lodging.**

Some agencies may require you to **deperate in-state and out-of-state travel.**

Supplies

Work on supplies from two points of view: first, **office supplies** for general project operations; second, **program supplies** for project services to clients.

Office supplies include stationery, folders, filing materials, copying expenses, pencils, papers, computer disks, printer cartridges, and so forth.

Program supplies may include instructional materials, tests, consumable worksheets, books, copying, audiovisual materials, files, and so forth.

Equipment

Check the budget guidelines of each agency for their **definition of equipment** and any restrictions on its purchase for project purposes.

Equipment items generally have a unit cost in excess of $50 or $100 and life of 3-5 years.

Communications

Costs for telephone, fax, postage, delivery services.

Sometimes costs for newsletters, other publications, and disseination are included here.

Advertising, brochures, and so forth.

Produce a first draft of each section of the proposal that is consistent with the guidelines of the funding source, submit the draft to qualified reviewers, and make necessary revisions.

Sample Reader's Review from Texas Higher Education Coordinating Board

(Since the process for selection has usually been through outside readers and their evaluations, this sample is typical)

A. Methodology for Project (30 points)

1. Are project activities consistent with the project objectives?	0-4	______	______
2. Has the applicant developed an effective management plan that will ensure proper and efficient administration of the project?	0-4	______	______
3. Does the management plan provide a logical sequencing of activities and a realistic timeframe for achieving the stated objectives?	0-4	______	______
4. Will the proposed activities accomplish the project's objectives successfully?	0-4	______	______
5. How will the applicant use its resources and personnel to achieve each objective?	0-4	______	______
6. Are the proposed activities plannhed based on sound research that indicates they will be successful for the population or priority?	0-4	______	______
7. To what exctent does the project comply with specifications required for all projects and with specifications unique to a priority topic?	0-3	______	______
8. How effectively are the needs of the targeted populations given consideration in the design of the project?	0-3	______	______

B. Operational Format (15 points)

1. Does the Operational Formjat include the project objectives as stated in Part A: Project Justifications?	0-5	______	______
2. Are anticipated outcomes and benefits stated in measurable terms?	0-5	______	______
3. Are performances measures appropriate to objectives and measurable within the proposedc timeline?	0-5	______	______

C. Evaluation Plan (12 points)

1. Are the proposed evaluation methods appropriate to the project? 0-3 ______ ______
2. Does the proposed evaluation methods measure the effectiveness of project activities in meeting the project objectives? 0-3 ______ ______
3. Does the evaluation plan produce reliable data concerning the progress and the outcomes of the project? 0-3 ______ ______
4. Does the evaluation plan produce both qualitative and/or quantitative results and provide for external output? 0-3 ______ ______

D. Institutional Support and Qualifications (10 points)

1. What level of institutional support is indicated? 0-3 ______ ______
2. How qualified is the applicant institution to perform the project? 0-3 ______ ______
3. Are key personnel qualified to carry out the activities of the proposed project? 0-3 ______ ______

    (a) Do the job descriptions adequately reflect skills needed to make the project work? 0-3 ______ ______
    (b) Are the duties of personnel clearly defined? 0-3 ______ ______
    (c) What relevant qualifications do the proposed personnel possess, especially the project director? 0-3 ______ ______

E. Coordination and Linkage (5 points)

1. Are appropriate coordination and linkage established with the public and private sector? Is appropriate documentation included to support the described coordination? 0-3 ______ ______

2. Does the applicant address how they will cooperate with similar projects? 0-3 ______ ______

F. Assurance of Nondiscrimination (0 points)

Does the proposed plan provide assurance that the project will be free of discrimination? Yes______ No______

G. Statement of Commitment (0points)

Is there commitment by the institution to continue the project as appropriate? Yes______ No______

H. Budget (0 points)

1. Is the budget adequate to support the project's proposed activities? Yes___ No___
2. Are project costs reasonable in relation to project benefits? Yes___ No___
3. Are budget items sufficiently justified? Yes___ No___
4. Does the administrative costs exceed 5% of projects' total costs? Yes___ No___

TOTAL POINTS for PROPOSAL (maximum 90):______________

FINAL RECOMMENDATION ____Yes: Fund project

____Yes: Recommend with reservations.

___No: Not recommended for funding.

Applicant institution________________________________

Proposal #[ ]-____

Proposal Title_______________________________________

I have read all instructions pertaining to this review process. I understand the "no conflict of interest" requirement and hereby state that I have no conflict of interest involving this proposal.

Name of Reviewer (Print)	Institution/Agency
Signature	Date

PART IX

PART IX: STAFF DEVELOPMENT

Develop, plan, and coordinate staff development activities for all staff and faculty serving members of special populations.

Often persons interchange the terms "**inservice**" and "**staff development**" as though the two meant the same. However, even though both are involving some type of training/learning activities, there are differences. **"Inservice"** is a training provided within a profession as a single session or a series of sessions presented by an authority on a given topic. The presenters through varying teaching/learning techniques offer information and the participants process the information according to their needs and abilities. **"Staff development"** implies involvement in a ***process***. Staff development allows for participants to shape the product to a great extent. Facilitators usually lead the sessions as resources and co-learners while providing theoretical information as the participants share the reality experiences and methods.

Either of the methods can be used, but developing a **team approach** can facilitate greater learning experiences for all. No one person, especially the Special Populations Coordinator alone, can meet all of the staff development needs at a given institution. If cooperative efforts provide a network, ownership provides motivation, and articulation/coordination with the community occurs, then that would involve a team approach.

Membership for such a team could include personnel from learning centers, vocational education programs, guidance, administration, and from agencies and businesses. Ideally, the team would meet annually to plan inservice and staff development programs for the following year. According to research done with this project, necessary considerations for planning inservice and/or staff development are as follows:

1. The personnel at a given institution know many of the needs and their input provides ownership;
2. Self-instruction can be successful;
3. Programs where different learning styles and experiences are considered are usually more successful;
4. Allowing for participant input in objectives, materials, and methodologies are more successful at meeting the needs (participants are surveyed prior to planning);
5. Programs with interaction rather than lecturing are usually more effective;
6. Inservice should be a part of a long-term systematic staff development plan;
7. Programs should not be provided in one-shot effort involving more than two days at a time, but perhaps one or two days each over several months during the year.

Any inservice/staff development program involves four basic components. The components are essential for success:

Planning means assessing the needs, setting goals and objectives, and developing agenda activities;

Preparing means setting the data and time, reserving the location, engaging the speakers, providing invitations and publicity, arranging for equipment, preparing handouts, and learning the agenda activities.

Presenting means starting on time, describing objectives and agenda, providing breaks, small group activities, large group activities, allowing for questions, and remembering basic speech and presentation rules and regulations;

Evaluating means collecting information on the success of the program for further planning and improvement.

Developing a basic action plan that involves who, what, when, where, and how is necessary for successful programs in staff development. This also involves locating and identifying persons to provide training as leaders and trainers who have demonstrated knowledge and expertise in training. Maintaining such a list and developing a network for such persons is effective, but do not forget to ask the participants themselves as they may have suggestions as well.

Additionally, understanding possible new rules, laws, requirements, and needs for institutional effectiveness should be useful in developing a possible list of program topics. The list can be updated and used as a recording keeping method for what the institution's personnel have had training in or for and would prevent over-looking needs or duplicating training.

The presentation plans in this manual can be used/modified for such programs. A sample staff development plan on one topic involving special populations which was developed by Pat Stovall, from the project staff, and Rhonda Hill, from Carrollton-Farmers Branch ISD, is provided here for your use.

Special Populations

A Recipe for Sweet Success!

Rhonda Hill

and

Pat Weeks Stovall

Special Populations -- A Recipe for Sweet Success!

1. Welcome to the kitchen!
   Registration and refreshments.

2. What recipe are we going to prepare?
   The presenter will provide an overview of special populations:
   1) What IS Special Populations?
   2) What is a Special Populations Coordinator?

3. Why do we need a recipe?
   The workshop participants will engage in an activity designed to increase awareness of what it is like to be a member of a special population.

4. Make a list of the ingredients.
   The presenter will present a definition of Special Populations based on the Carl D. Perkins Act (Perkins II).

5. What do these ingredients add to the stew?
   A panel comprised of a special education teacher, a vocational counselor, an academic counselor, an ESL teacher, and an administrator will share their knowledge of Special Populations. Panelists will draw from their own experiences and their personal involvement with special population students and families.

6. Measure carefully!!
   The presenter will compile a list describing ways in which special populations impact the school, based on group discussion/input.

7. How the Master Chef does it.
   The presenter will present and analyze the functions/duties of a Special Populations Coordinator.

8. Some added spice.
   The workshop participants will view a video exploring disabilities.

9. Carefully blend the ingredients.
   The presenter will produce a list of suggestions for accommodating special population students in the classroom/school, derived from suggestions from small groups.

10. Simmer, Serve, Enjoy!
    The presenter will provide and discuss a "Guide to Serving Special Populations" that will emphasize the importance of awareness and participation of all educators in serving Special Population students.

Goal: Knowledge and Awareness of Special Populations and Special Population Coordinators

Assumptions: No prerequisite skills required.

Participants: Teachers, counselors, administrators, and staff (approximately 30).

OBJECTIVE	ACTIVITY	GROUP SIZE	EXPERIENCE IMPACT	EVALUATION
KNOWLEDGE LEVEL				
UNDERSTANDING LEVEL				
SKILL LEVEL				

8:00 - 8:30

1. Welcome to the kitchen!

REGISTRATION AND REFRESHMENTS

Materials: Sign-in table
Packet with:

1) Name tag, with "ingredients" on tag to indicate first small group assignment and a number to indicate second small group assignment.
2) Handout materials for the days activities in the form of a recipe book.

Activity: The participants will gather in the cafeteria at Carrollton High School at 8:00 a.m.. Each teacher will sign in and receive a packet of handouts. The school will provide coffee, juice, and breakfast rolls.

YOGURT-FRUIT MEDLEY

2 teaspoons sugar
2 teaspoons cornstarch
½ cup unsweetened pineapple juice
½ teaspoon vanilla
½ cup plain low-fat yogurt
3 medium oranges, peeled, sectioned, and coarsely chopped
2 medium apples, cored and thinly sliced
1 cup seedless green grapes, halved

In a small saucepan combine the sugar and cornstarch. Stir in pineapple juice. Stir over medium heat till thickened and bubbly. Cook and stir 2 minutes more. Remove from heat; stir in vanilla. Cool 10 minutes without stirring. Stir mixture into yogurt. Add oranges, apples, and grapes. Mix lightly. Cover; chill. Serve in dishes. Serves 8.

311

BEST COPY AVAILABLE

8:30 - 9:00

2. What recipe are we going to prepare?

Objective: The presenter will present a definition of Special Populations according to the Carl D. Perkins Act and will provide an overview of the purpose of a Special Populations Coordinator.

Materials:
One overhead projector and screen
Transparencies provided by presenter
Overhead pens
Handouts provided by presenter

Activity: The principal will introduce the presenter. The presenter will discuss the definition of Special Populations using transparencies and overhead projector. The presenter will explain the basic concept of a Special Population Coordinator.

Evaluation: The presenter will discuss the categories of Special Populations, the basic concept of the position of Special Population Coordinator, and answer any questions posed by workshop participants.

LEMON-BLUEBERRY FLUFF

1	**3-ounce package lemon-flavored gelatin**
¼	**teaspoon finely shredded lemon peel**
1	**tablespoon lemon juice**
1	**egg white**
1	**cup fresh *or* frozen unsweetened blueberries, thawed**
2	**tablespoons sugar**
1	**tablespoon cornstarch**
	Few drops vanilla

In small mixer bowl dissolve gelatin in 1 cup *boiling water*. Stir in lemon peel, lemon juice, and ½ cup *cold water*. Chill till partially set. Add unbeaten egg white to gelatin mixture. Beat with electric mixer 1 to 2 minutes or till mixture is light and fluffy. Pour into six 6-ounce custard cups. Chill till firm. (Slight separation of layers will occur.)

Meanwhile, crush *½ cup* of the blueberries. In a small saucepan combine sugar, cornstarch, and ½ cup *cold water*. Add the crushed blueberries. Cook and stir till thickened and bubbly; cook and stir 2 minutes more. Remove from heat; stir in remaining blueberries and vanilla. Chill. To serve, unmold lemon fluff into six individual dessert dishes. Spoon a little blueberry sauce over each dessert. Makes 6 servings.

According to the CARL D. PERKINS ACT the term Special Populations refers to "individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."

[add an overview of what Special Populations Coordinator is and what she/he does -- IN GENERAL]

9:00 - 9:30 3. Why do we need a recipe?

Objective: The workshop participants will engage in an activity (one of three) designed to increase awareness of what it is like to be a member of a special population.

Materials:
1. Access-Reading activity; Access-Following Directions activity; Access-Language activity.
2. Overhead projector/screen
3. Transparencies of answers to activities

Activity: Participants will be given one of three possible activities. They will have 10 minutes to complete the activity. After the time is elapsed, one person who attempted each of the three activities will read the activity aloud to the rest of the group. The presenter will then provide answers/demonstration to the activity sheets and lead discussion regarding how frustrating the activities were to participants. Participants will discuss how they felt trying to do something they were/may not be "equipped" to do.

Evaluation: Presenter will discuss the problems faced by special population students in the average classroom/school in which educators are unaware of the needs of special population students.

9:30 - 9:45 BREAK

▲ MAKING CREAM PUFFS

In a saucepan bring ½ cup *water* and 2 tablespoons *butter or margarine* to boiling. Add ½ cup *all-purpose flour* and ⅛ teaspoon *salt* all at once. Stir vigorously. Cook and stir till mixture forms a ball that doesn't separate. Remove saucepan from heat and cool for 10 minutes. Add 2 *eggs*, one at a time, beating till smooth after each addition.

Drop mixture by heaping tablespoonfuls into 8 portions 3 inches apart on a lightly greased baking sheet. Bake cream puffs in a 400° oven about 30 minutes or till golden brown and puffy. Remove cream puffs from oven and cut off the tops. Remove the soft centers with a fork as shown, leaving a crisp, hollow puff. Cool on rack. Freeze cream puffs in a tightly covered container to store. Makes 8 cream puffs. (Each unfilled puff provides 74 calories.)

APRICOT-PEACH-FILLED PUFFS

4 Cream Puffs (see tip at left)
2 teaspoons cornstarch
⅛ teaspoon ground mace *or* ground nutmeg
⅔ cup apricot nectar
¼ teaspoon finely shredded lemon peel
2 medium peaches, peeled, pitted, and coarsely chopped (about 1⅓ cups)
½ teaspoon vanilla

Prepare and bake Cream Puffs. Set the Cream Puffs aside to cool. In a small saucepan combine the cornstarch and the ground mace or ground nutmeg. Stir in the apricot nectar and lemon peel. Cook and stir till mixture is thickened and bubbly. Cook and stir 2 minutes more. Stir peaches and vanilla into apricot mixture. Cover surface with waxed paper; chill. When ready to serve, spoo the apricot-peach mixture into the Cream Pu Makes 4 servings

BEST COPY AVAILABLE

ACCESS - READING

Directions: Read the following statements and name the document, story, book, novie, etc. to which it refers to that it describes. You have 10 minutes to accurately complete all.

1. Una artista del circo se enomora con un aereolisto france. Dirigio por Cecil B. DeMille. Premio de Oscar por la pelicula mas mejor.

   ____

2. Un agente de inteligencia americano es secuestrado por los Nazie y su mente es manipulado.

   ____

3. Un clerigo ayunda unos ssupervivientes a escapan a la superficie de un barco volcado.

   ____

4. Dos gueereros se unen para pelear contra una reina malvada.

   ____

5. Dos amigos, uno un veterano amargado, se envuelven en una busca por un magnate de petroleo que tambien es un asesino.

   ____

ANSWERS to ACCESS - READING

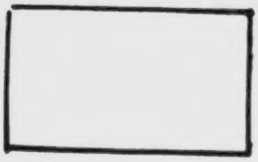
1. **The Greatest Show on Earth**
2. **Breaking Point**
3. **The Poseidon Adventure**
4. **Red Sonja**
5. **Cutter's Way**

ACCESS - Following Directions

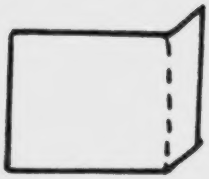
Follow the directions and produce the appropriate product.

1. Take sheet of paper provided and fold it into a square.
2. Fold the square into a triangle.
3. Fold the end points across the middle point.
4. Fold the middle point pages down.

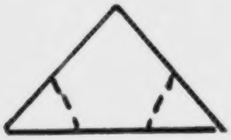
Answer to ACCESS - Following Directions is a CUP



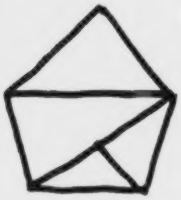
8 1/2" x 11" sheet of paper



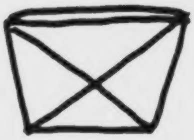
Fold @ 2.5" from long end to make a square



Fold square to make a triangle



Fold points across middle point



Fold down tip pages to form a cup

READING: ACCESS

Read the following paragraph. Translate into standard English and identify the passage.

Activity regarding "Jive"

T' be, o' not t' be,- dat be de question, dig dis:
Whetha' 'tis nobla' in de mind t' suffa'
De slings and arrows o' outrageous fortune,
Or t' snatch arms against some sea o' troubles,
And by opposin' end dem? - T' die, - t' sleep, -
No more; and by some sleep t' say we end
De heartache and de damn dousand natural shocks
Dat flesh be heir t', -- 'tis some consummashun
Devoutly t' be wish'd. Sheeeiit. T' die, - t' sleep; -
T' sleep. Right On! perchance t' dream, dig dis: - ay, dere's de rub;
Fo' in dat sleep o' death whut dreams may mosey on down,
When we gots shuffled off dis mortal coil,
Must give us pause; Dere's de respect
Dat makes calamity o' so's long life;

Answer to JIVE

THE TRAGEDY OF HAMLET

by William Shakespeare

To Be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And by opposing end them. To die: to sleep.
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to; 'tis a consummation
Devoutly to be wish'd. To die; to sleep.
To sleep? perchance to dream. Ay, there's the rub;
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life;

1. ACCESS - READING

Even if the student has the "language" background, many times due to economic background, previous experiences, and/or educational experiences, the student may not be capable of meeting the requirements set forth by our papers, forms, assignments, etc. In the activity, if a person knew how to read Spanish and if the person had been exposed to the movies (which many special populations students are not because of economic status - no money for movies or no VCR unit with television) then the person could not answer all of the blanks necessary

Often, our tests are developed in such a way that if a student happened to have read a story, poem or novel, or if the student's former teachers happened to require certain readings, then the student could answer, but these are not always the case. For example, one such test asked, "*Who did the family see through the open window?*" The question applied to the short story, THE OPEN WINDOW. How many people who have read the story could always remember such a specific question?

2. ACCESS - FOLLOWING DIRECTIONS

All students do not have a verbal learning style or even understand the language well enough to follow only verbal instructions or only written instructions. It is often necessary to give both verbal and written instructions as well as demonstrate to assure that the learning style or educational disadvantaged understand the assignment or requirement.

Demonstrate how verbal, written and demonstration can assist the participants in completing the task of making a cup.

3. ACCESS - INTERPRETATION

Often the terms we use are as foreign to students culturally as a foreign language would be. Many students would find **this to be their standard English.** Imagine how difficult Shakespeare's writing is for students who are familiar with U.S. standard English and then imagine how difficult it would be for a student whose cultural background has a different version of standard English. Many participants make the comment that this document is written in the standard English that many students speak.

- Also, show a $1.00 bill, a Susan B. Anthony dollar, and a silver dollar and explain that we are different just like the money, but our worth should not be determined by our differences!

9:45 - 10:15 4. **Make a list of the ingredients.**

Objective: The presenter will present a definition of Special Populations based on the Carl D. Perkins Act (PERKINS II).

Materials: Overhead/screen
Transparencies (giving Carl Perkins definitions and explanations)

Activity: Presenter will give details of each of the categories of "special populations" based on the definition in Carl Perkins. Participants will ask questions and discuss the meanings in detail.

Evaluation: Presenter will discuss the elements of special populations with the workshop participants.

HAM AND VEGETABLE KABOBS

3	**medium carrots, cut into 1-inch chunks**
1	**10-ounce package frozen brussels sprouts**
¼	**cup white wine vinegar**
2	**tablespoons cooking oil**
1	**tablespoon water**
1	**teaspoon Worcestershire sauce**
½	**teaspoon dried basil, crushed**
¼	**teaspoon dried rosemary, crushed**
	Dash bottled hot pepper sauce
1	**pound fully cooked ham, trimmed of fat and cut into 1-inch cubes**

In a saucepan cook carrots, covered, in boiling water 12 to 15 minutes; drain. Cook brussels sprouts, covered, in boiling water 5 to 7 minutes; drain. In bowl combine the wine vinegar, oil, water, Worcestershire sauce, basil, rosemary, and hot pepper sauce. Stir in the carrots, brussels sprouts, and ham cubes. Cover and refrigerate several hours, stirring often.

Drain meat and vegetables, reserving marinade. Thread meat and vegetables alternately on 6 skewers. Place skewers on rack of unheated broiler pan. Broil 4 to 5 inches from heat for 5 minutes, brush with reserved marinade. Turn kabobs, brush with more marinade. Broil about 5 minutes more. Brush with marinade before serving. Makes 6 servings.

PORK CHOPS ITALIANO

4	**pork loin chops, cut ¾ inch thick and trimmed of fat (about 1¾ pounds total)**
2	**teaspoons cooking oil**
1	**small onion, sliced**
½	**teaspoon dried marjoram, crushed**
⅛	**teaspoon garlic powder**
⅛	**teaspoon pepper**
½	**cup water**

In a large skillet brown the pork chops in hot cooking oil. Remove chops from pan. In same skillet cook the sliced onion till tender; push to one side. Arrange pork chops in skillet; spoon onions atop. Combine marjoram, garlic powder, and pepper; sprinkle over meat. Add the water. Simmer, covered, over low heat for 35 to 40 minutes or till tender. Spoon juices over meat to serve. Makes 4 servings.

According to the CARL D. PERKINS ACT, the term *Special Populations* refers to "individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."

Academically disadvantaged (educationally disadvantaged):

For Public Education: An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, or fails to attain minimal general competencies may be considered "educationally disadvantaged." Failure to attain "minimum general competencies" is operationally defined as: (1) having failed to be promoted one or more times in grades one through six and continues to be unable to master the essential elements in the seventh grade or higher; (2) being two years below grade level in reading or mathematics; (3) having failed at least two courses in one or more semesters and not expected to graduate within four years of ninth grade entrance; or (4) having failed one or more of the reading, writing, or mathematics sections in the most recent TAAS test, beginning with the seventh grade. The definition does not include individuals with learning disabilities (MASTER PLAN - April 1993).

For Higher Education: An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which a grade "A" equals to 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities (MASTER PLAN - April 1993).

Economically disadvantaged family or individual:

For Public Education: A family/individual which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. A local education agency must use one or more of the following standards as an indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for free or reduced-price school lunch, (3) eligibility for Aid to Families with Dependent Children or other public assistance programs, (4) recipient of a Pell grant or comparable state program need-based financial assistance, (5) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act, (6) eligibility for benefits under the Food Stamp Act of 1977, and (7) eligibility for services under Chapter I of the Elementary and Secondary Education ACT of 1965 (MASTER PLAN - April 1993).

For Higher Education: Any family or postsecondary student who is qualified to receive a Pell Grant or other federal need-based financial aid (MASTER PLAN - April 1993).

BEST COPY AVAILABLE

Limited English Proficiency (LEP):

For Public Education: A member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from career and technology studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the United States or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language (MASTER PLAN - April 1993).

For Higher Education: Individuals who:

1) (i) were not born in the United States or whose native language is a language other than English;
   (ii) come from environments where a language other than English is dominant; or
   (iii) are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

2) by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society (MASTER PLAN - April 1993).

Students Who Participate in Programs/Activities Designed to Eliminate Sex Bias

Students participating in a nontraditional course which would be a career and technology education course where one sex is 75.1 percent to 100 percent of all students enrolled in that course at the state level (MASTER PLAN - April 1993).

Students Who Participate in Programs Who Are In Correctional Institutions

A person who is participating in a career and technology education course who are in correctional institutions.

10:15 - 11:00

5. What do these ingredients add to the stew?

Objective: The presenter will describe the various types of special population students, and emphasize why all groups must be considered by all educators.

Materials: Long table and chairs for panelists
Name tags for panelists

Activity: Presenter will introduce panelists. The panel, comprised of a special education teacher, a vocational counselor, an academic counselor and/or crisis intervention counselor, an ESL teacher, and an administrator, will share their knowledge of Special Populations. Panelists will draw from their own experiences and their personal involvement with special population students and families, and discuss how their particular job relates to special populations. Panelists will have 5 minutes each to discuss their capacity.

Evaluation: Participants will ask questions of panelists.

LOW-CAL MOUSSAKA

¾	**pound lean ground lamb**
¼	**cup chopped onion**
2	**cups peeled and coarsely chopped eggplant**
1	**7½-ounce can tomatoes, cut up**
1	**2-ounce can chopped mushrooms, drained**
2	**tablespoons snipped parsley**
½	**teaspoon dried oregano, crushed**
¼	**teaspoon dried rosemary, crushed**
¼	**teaspoon ground cinnamon**
1	**egg**
3	**ounces Neufchâtel cheese, cut up**
½	**cup plain low-fat yogurt**

Cook lamb and onion till meat is browned. Drain off fat thoroughly. Stir in eggplant, *undrained* tomatoes, mushrooms, parsley, oregano, rosemary, *⅛ teaspoon* of the cinnamon, and ½ teaspoon *salt*. Cook, uncovered, 15 minutes, stirring occasionally. Turn into a 10x6x2-inch baking dish. Place egg, cheese, yogurt, remaining cinnamon, and ⅛ teaspoon *salt* in blender container. Cover, blend till smooth. Pour atop meat. Bake in a 350° oven 15 to 20 minutes or till yogurt mixture is set. Garnish with parsley if desired. Serves 4.

BEST COPY AVAILABLE

11:00 - 12:00 6. Measure carefully!!

Objective: Presenter will compile a list describing ways in which special populations impact the school, based on small group discussion/input.

Materials: Overhead/screen
Transparency pens
Extra blank paper for groups to use

Activity: Presenters will form small groups, based on the "ingredient" on their name tags. (There will be 6 groups of @ 5 persons). Groups will be asked to brainstorm ways in which special population students impact the school including the classroom, the support staff, the administration, extra-curricular activities, etcetera, based on what has already been discussed in the workshop. Each group will produce a list of at least 6 major ways that the school is effected by special population students. Groups will have 35 minutes to brainstorm.

Evaluation: Each group will report their findings to the entire group and presenter will list the ideas on the overhead.

Lunch: 12:00 - 1:00 "Build your own Salad/Baked Potato"

MARINATED VEGETABLE MEDLEY

This is a good make-ahead salad—

1 medium cucumber, thinly sliced
1 8-ounce can cut green beans, drained
1 8-ounce can sliced carrots, drained
1 small onion, thinly sliced and separated into rings
½ cup tarragon white wine vinegar
2 tablespoons sugar
¼ teaspoon salt
2 tablespoons snipped parsley

In a bowl combine the cucumber, drained beans, drained carrots, and onion rings. Stir together the vinegar, sugar, and salt till sugar dissolves. Pour over the vegetables. Cover and chill several hours or overnight, stirring occasionally. Before serving, drain off liquid and sprinkle vegetables with the snipped parsley. Makes 4 servings.

BAKED STUFFED POTATOES

2 medium baking potatoes
½ cup buttermilk
¼ teaspoon seasoned salt
***or* butter-flavored salt**
1 tablespoon finely chopped green onion
Paprika

Scrub the potatoes and prick skin with fork. Bake in a 425° oven for 40 to 60 minutes or till done. (Or, wrap each potato in a 6-inch square of heavy-duty foil. Place on a covered grill and lower hood. Grill over *medium-slow* coals for 1½ to 2 hours or till done, turning occasionally. Or, arrange potatoes on paper toweling in a countertop microwave oven. Micro-cook on high power for 6 to 8 minutes or till done. Halfway through cooking time, rearrange potatoes and turn over.)

Cut baked potatoes in half lengthwise. Reserving potato shells, scoop out the insides and mash. Add buttermilk, seasoned salt, and dash *pepper*; beat till fluffy. Stir in the green onion. Pile lightly into shells. Return to the 425° oven; bake about 10 minutes or till hot. (Or, place on piece of foil in a covered grill and heat about 10 minutes or till hot. Or, place potatoes in nonmetal baking dish and micro-cook, uncovered, on high power about 2 minutes or till potatoes are heated through.) Sprinkle with paprika. Makes 4 servings.

1:00 - 1:30

7. How the Master Chef does it.

Objective: The presenter will present and analyze the functions/duties of a Special Populations Coordinator.

Materials: Overhead/screen
Handouts (Describing duties of Special Populations Coordinator)
Transparency (same as above)

Activity: The presenter will discuss each of the functions on the list of duties and explain the implications of each function. Examples of specific services will be given.

Evaluation: Presenter will interact with the participants, encourage input from participants, and answer any questions posed.

ORANGE HALIBUT STEAKS

1	**pound frozen halibut steaks**
½	**cup water**
2	**tablespoons frozen orange juice concentrate, thawed**
1	**tablespoon snipped parsley**
1	**tablespoon lemon juice**
½	**teaspoon dried dillweed**
¼	**teaspoon salt**
	Nonstick vegetable spray coating
4	**thin orange slices, quartered *or* twisted (optional)**

Thaw fish. Cut fish into 4 portions; place fish in shallow pan. Combine water, orange juice concentrate, parsley, lemon juice, dillweed, and salt; pour over fish. Marinate 30 minutes; turn once. Remove fish, reserve marinade. Spray broiler rack with nonstick vegetable spray coating. Place fish on rack of unheated broiler pan. Broil 4 inches from heat for 6 minutes. Turn; broil for 5 to 6 minutes or till fish flakes easily. Baste with reserved marinade. To serve, spoon any remaining marinade over fillets. Garnish with orange slices if desired. Makes 4 servings.

BEST COPY AVAILABLE

FUNCTIONS OF THE SPECIAL POPULATIONS COORDINATOR
(Technical Assistance Guide - Appendix G)
September 1993

1. Providing recruitment, enrollment and placement services to students who are members of special populations to assure equal access to full range of technical and vocational education programs.

2. Assisting individuals who are members of special populations, when appropriate, in the preparation of applications relating to admissions to technical and vocational education programs.

3. Monitoring the provision of technical and vocational education to ensure that disabled, disadvantaged, and students of limited English proficiency have access to technical and vocational education in the most integrated setting possible.

4. Assisting in the development and dissemination of the required vocational program information for students who are members of special populations concerning: (1) the opportunities available in vocational education; (2) the requirements for eligibility for enrollment in such vocational education programs; (3) specific courses that are available; (4) employment opportunities; and (5) placement.

5. Providing members of special populations with an assessment of their vocational interests and aptitudes and with career counseling and guidance activities based on the data obtained in these assessments.

6. Provision of guidance, counseling and career development activities conducted by professionally trained counselors and teachers.

7. Coordinating the planning, placement and supplemental services for disabled students enrolled or intending to enroll in technical and vocational education programs.

8. Providing or assuring the provision of supplementary services for all members of special populations as follows: (1) curriculum modification; (2) equipment modification; (3) classroom modification (4) supportive personnel; and (5) instructional aids and devices.

9. Provision of counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

10. Coordination of the delivery of services with other service providing agencies.

1:30 - 2:00

8. Some added spice.

Objective: Presenter will introduce the category of persons with disabilities as a special population category.

Materials: VCR and monitor
Video: *A VideoGuide to (Dis)Ability Awareness.* Idea Bank Training Videos.

Activity: Participants will view a video depicting types of disabilities and showing how such disabilities can be accommodated in public schools.

Evaluation: Presenter will ask participants what new things they learned from the video and will field questions from the workshop participants regarding disabilities.

EASY HERBED FISH

1	**pound fresh *or* frozen flounder *or* sole fillets**
	Freshly ground pepper
2	**tablespoons mayonnaise *or* salad dressing**
1½	**teaspoons finely chopped fresh tarragon leaves *or* ½ teaspoon dried tarragon, crushed**
½	**teaspoon Dijon-style mustard**
	Paprika
4	**orange wedges**

Thaw fish, if frozen. Divide fish into 4 portions. Place fish on greased rack of unheated broiler pan, tucking under any thin edges. Sprinkle fish with freshly ground pepper. In bowl combine mayonnaise or salad dressing, tarragon, and mustard. Spread evenly over the fish. Broil 4 inches from heat for 5 to 7 minutes or till fish flakes easily when tested with a fork. Sprinkle top with paprika. Serve with orange wedges. Serves 4.

APPLE-GINGER BAKE

2	**tablespoons water**
1	**teaspoon brown sugar**
1	**teaspoon lemon juice**
1	**cup sliced, peeled apples**
2	**gingersnap cookies, crushed**

Combine water, brown sugar, and lemon juice; mix with the apples. Divide the apple mixture between two 6-ounce custard cups. Cover with foil. Bake in a 375° oven for 20 minutes. Uncover and sprinkle with crushed gingersnap cookies. Bake 5 minutes more. Serve warm. Makes 2 servings.

GINGERED POPPY-SEED DRESSING

Calorie count is for 1 tablespoon of dressing—

½	**of a 1¾-ounce package (2 tablespoons) powdered fruit pectin**
1	**teaspoon poppy seed**
⅛	**teaspoon ground ginger**
1	**cup orange juice**
2	**tablespoons honey**
2	**tablespoons lemon juice**

In bowl combine pectin, poppy seed, and ginger. Stir in orange juice, honey, and lemon juice. Cover; refrigerate several hours. Stir well before serving. Serve with fruit salads. Makes 1⅓ cups.

SPICY PEACH COMPOTE

2	**large *or* 4 small fresh peaches**
4	**teaspoons sugar**
1	**teaspoon cornstarch**
½	**cup water**
¼	**cup frozen pineapple-orange juice concentrate, thawed**
¼	**teaspoon finely shredded orange peel**
4	**inches stick cinnamon**
3	**whole cloves**

Peel, halve, and pit peaches. To prevent peaches from darkening, coat with ascorbic acid color keeper prepared according to package directions or coat with lemon juice mixed with water.

In a medium saucepan mix sugar and cornstarch. Stir in water, thawed pineapple-orange juice concentrate, orange peel, cinnamon, and cloves. Cook and stir till mixture is thickened and bubbly; cook and stir 2 minutes more. Place peaches in sauce mixture, turning peaches to coat. Cover and simmer 2 to 3 minutes; remove from heat. Transfer to bowl; cover and chill. Remove spices before serving. Makes 4 servings.

BEST COPY AVAILABLE

2:00 - 3:00

9. Carefully blend the ingredients.

Objective: Presenter will produce a list of suggestions for accommodating special population students in the classroom/school, derived from suggestions from the small groups.

Materials: Overhead/screen
Transparency pens
Transparency showing list of ways in which special populations impact the school based on earlier discussion from small groups.

Activity: Participants will form small groups based on the number listed on their name tag. Each group will produce a list of suggested ways to accommodate special population students. Ideas/suggestions will be presented aloud to the entire group.

Evaluation: Presenter will produce a list of suggested methods on the overhead.

PUMPKIN CHIFFON DESSERT

2 tablespoons brown sugar
1 envelope unflavored gelatin
¼ teaspoon salt
¼ teaspoon pumpkin pie spice
⅓ cup skim milk
¼ cup water
⅔ cup canned pumpkin
2 egg whites
2 tablespoons sugar
Mint sprigs *or* orange peel curls (optional)

In a saucepan combine the brown sugar, gelatin, salt, and pumpkin pie spice. Stir in the milk and water. Heat and stir till gelatin is dissolved. Remove from heat. Stir in the pumpkin. Chill till partially set, stirring occasionally. In small mixing bowl beat egg whites to soft peaks (tips curl over); gradually add the sugar, beating till stiff peaks form (peaks stand straight). Fold into pumpkin mixture. If necessary, chill the mixture till it mounds. Spoon pumpkin mixture into dessert dishes. Chill. Garnish with mint sprigs or orange peel if desired. Makes 4 servings.

3:00 - 3:45 10 **Simmer, Serve, Enjoy!**

Objective: Presenter will review the material covered, emphasizing:

1) What IS a special population?
2) What is a special population coordinator?
3) WHY must all educators be aware of special populations?
4) How do special populations impact schools?
5) What are some ways to accommodate special populations?
6) Determine ideas for community-wide awareness of special populations.

Materials:
Overhead/screen
Transparency pens
Transparencies from earlier portions of workshop
"Guide to Serving Special Populations" (handout/transparency)

Activity: Presenter will give an overview of material covered. The "Guide to Serving Special Populations" will be discussed. Presenter will ask participants to give suggestions that might help build community-wide awareness of special population needs.

Evaluation: Presenter will ask participants to state one thing they have learned during the workshop that they will share with someone in their school that was not able to attend the workshop. Formal evaluation sheets will be filled out and returned to presenter.

TERIYAKI MARINATED STEAK

½	**cup dry sherry**
1	**tablespoon soy sauce**
1	**tablespoon grated gingerroot** *or* **1 teaspoon ground ginger**
1	**clove garlic, minced**
1½	**pounds boneless beef round steak, cut 1½ inches thick and trimmed of fat**
1	**cup sliced cauliflower flowerets**
½	**cup water**
1	**8-ounce can pineapple chunks (juice pack)**
1	**2-ounce jar sliced pimiento**
1	**tablespoon cornstarch**
1	**medium green pepper, cut into 1-inch squares**
1	**tablespoon vinegar**
1	**teaspoon paprika**
½	**teaspoon instant beef bouillon granules**

For marinade, combine the sherry, soy sauce, gingerroot, and garlic. Pierce all surfaces of meat with a long-tined fork. Place meat in a plastic bag; set it in shallow dish. Add marinade to bag; close bag. Turn bag to coat all surfaces of meat. Refrigerate for 8 hours or overnight, turning bag several times to distribute marinade. Drain meat; reserve marinade. Pat meat dry with paper toweling. Place meat on rack of unheated broiler pan. Broil 4 inches from heat till meat reaches desired doneness, brushing occasionally with reserved marinade and turning once. Allow 14 to 16 minutes total for medium-rare.

Meanwhile, in medium saucepan cook cauliflower in the ½ cup water, covered, about 5 minutes or till just crisp-tender. Do not drain. Drain pineapple, reserving liquid. Set aside 2 teaspoons pimiento. In blender container puree the remaining pimiento; set aside. Combine cornstarch and pineapple liquid; add to cauliflower in saucepan. Add green pepper squares. Cook and stir till thickened and bubbly; cook and stir 2 minutes more. Stir in pineapple, the pureed pimiento, the 2 teaspoons reserved pimiento, vinegar, paprika, and bouillon granules; heat through. Slice meat across grain into thin slices. Top with vegetable mixture. Makes [illegible] servings.

Guide for Serving Special Populations

1. Become familiar with the community in which your students live (i.e., income levels, job opportunities, club and religious affiliations, education levels, entertainment, etc.)
2. Encourage students to converse about their personal interests/activities/daily lives.
3. Observe carefully when giving instructions/assignments to ensure students clearly understand.
4. Re-phrase instructions/assignments/explanations in order to increase student comprehension.
5. Try to show and demonstrate what you are trying to communicate.
6. Encourage various points-of-view on topics whenever appropriate.
7. Emphasize the positive aspects of diversity.
8. Recognize and identify similarities among diverse groups.
9. Observe student body language continually -- this practice can often provide more accurate information than verbal response.
10. Have students repeat your message(s) in their own words (Check for understanding).
11. Command respect from your students/parents by showing respect for them at all times (Modeling).
12. Don't be afraid to ask questions of students/parents if you are unsure of their feeling about events/lessons/procedures you are using or if you are unsure of their needs/desired accommodations.
13. Be willing to admit you don't know everything and that you, too, occasionally make mistakes.
14. Try to put yourself in your students' place . . . then analyze what would help that student succeed both personally and academically.
15. Listen to what students/parents try to communicate to you.
16. Keep lines of communication open with other professional educators, and attend workshops,seminars in order to increase knowledge and acquire continuing professional development.

Evaluation Instrument

Please mark the appropriate response that reflects your opinion of this staff development, with 5 being the highest rating and 1 being the lowest. The rating scale is as follows:

Low	Low Avg.	Avg.	High Avg.	High
1	2	3	4	5

1. The subject of special populations is of interest to me.

1 2 3 4 5

Comments: ______________________________

____

2. The definition of Special Populations was clearly presented.

1 2 3 4 5

Comments: ______________________________

____

3. The definition of Special Population Coordinator was clearly presented.

1 2 3 4 5

Comments: ______________________________

____

4. The warm-up activities on ACCESS was effective.

1 2 3 4 5

Comments: ______________________________

____

5. The elements of special population students were clearly analyzed.

1 2 3 4 5

Comments: ______________________________

____

6. The panel provided useful and valuable information.

1 2 3 4 5

Comments: ______________________________

____

7. The small group format was an effective way to internalize the problems and solutions in serving special populations students.

1 2 3 4 5

Comments:____

8. The functions of a Special Populations Coordinator were fully explained.

1 2 3 4 5

Comments:____

9. The *Guide to Serving Special Populations* helped make the material presented relevant to me.

1 2 3 4 5

Comments:

10. Information provided througout the workshop is helpful to me as an educator.

1 2 3 4 5

Comments:____

11. The presenter/panelists were well-organized and well-prepared.

1 2 3 4 5

Comments:____

12. The stated objectives of the inservice were met.

1 2 3 4 5

Comments:____

Overall comments about the
Inservice:____

A Rich Dessert

1. Presenter will provide each participant with a copy of the information developed during the workshop (i.e., brainstorming ideas, etc.)

2. Presenter will provide each participant with a *Certificate of Completion* of continuing education on Special Populations.

3. Presenter will provide each participant with an overall evaluation report of the workshop.

FOUR-FRUIT ICE

1	**fully ripe medium banana, mashed**
½	**teaspoon finely shredded orange peel**
½	**cup orange juice**
1	**tablespoon lemon juice**
1½	**cups cranberry juice cocktail**
¼	**cup sugar**
2	**stiff-beaten egg whites**

In a mixing bowl combine banana, orange peel, orange juice, and lemon juice. Beat till smooth. Stir in cranberry juice cocktail and sugar. Turn into an 8x4x2-inch loaf pan; freeze till firm. Break frozen mixture into chunks in a chilled mixer bowl. Using chilled beaters, beat with an electric mixer till smooth. Return to pan. Freeze till firm. Beat mixture in chilled mixer bowl a second time, then fold in the stiff-beaten egg whites. Return to pan and freeze till firm. Let stand a few minutes before scooping into dessert dishes. Makes 8 servings.

PEACHES AND CREAM DESSERT

18	**vanilla wafers**
1	**1¼-ounce envelope dessert topping mix**
½	**cup orange juice**
1½	**cups fresh *or* frozen unsweetened sliced peaches**
⅛	**teaspoon ground nutmeg**

Line six dessert dishes using 3 vanilla wafers for each dish. Prepare dessert topping mix according to package directions, *except* use the orange juice instead of the milk. Thaw peaches, if frozen, and drain. Chop peaches coarsely. Fold fresh or thawed peaches and nutmeg into the whipped topping. Spoon peach mixture into the cookie-lined dessert dishes. Cover and chill. If desired, garnish each serving with shredded orange peel. Makes 6 servings.

STRAWBERRIES JULIET

2½	**cups hulled fresh strawberries, halved**
⅓	**cup frozen whipped dessert topping, thawed**
⅓	**cup plain low-fat yogurt**
1	**tablespoon sugar**

Crush *¼ cup* of the strawberries. Combine the crushed berries, thawed dessert topping, yogurt, and sugar. Spoon halved berries into 4 sherbet glasses. Top with yogurt mixture. Serves 4.

NOTE: All recipes included in this manual are Low Calorie -- and, just like our improved understanding of Special Populations, are REALLY GOOD FOR YOU.

BEST COPY AVAILABLE

PART X

GLOSSARY OF TERMS

1+1 PROGRAM: An articulated higher education technical education program offered by community and technical colleges where the first year of academic and technical study is offered by one institution, and the second year is offered by a second participating institution that offers the applied associate degree.

2+2 program: An articulated, competency-based technical education program that links the last two years of secondary education with the first two years of higher education to create a strong four-year academic and technical curriculum

2+2+2 program: An articulated, competency-based technical education program that links a 2+2 program to the last two years of higher education and that results in a baccalaureate degree.

AAA: See associate of applied arts degree program.

AAS: See associate of applied science degree program.

AAA degree program: See associate of applied arts degree program.

AAS degree program: See associate of applied science degree program.

Academic year: a 12-month period during which higher education institutions offer courses on a semester, quarter or block-time basis. This may vary from institution to institution, but for state reporting purposes it generally begins on September 1 and ends on August 31.

Academically disadvantaged (educationally disadvantaged): This refers to an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, who has secondary school grades below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities [Perkins]. See the term *disadvantaged* for a broader definition that includes both *academically disadvantaged* and *economically disadvantaged*.

Access: A student's opportunity to enter an instructional program in a public, open-admissions institution. It may also include the availability of support services that enable qualified students to successfully complete a program.

Administration: Under the Carl Perkins Act, those activities of a state necessary for the proper and efficient performance of its duties, including supervision, but not including curriculum development activities, personnel development or research activities [Perkins].

Administrators: Professional staff members who have the appropriate authority to ensure that quality is maintained and that technical degree and certificate programs and adult vocational courses are conducted in compliance with all applicable laws, rules and guidelines.

Adult vocational course: A Coordinating Board-approved higher education technical course offered for credit or non-credit and conducted in a competency-based format. Such a course provides a quick and flexible response to business industry, and student needs for intensive preparatory, supplemental or upgrade training and has specific occupational-related instruction and/or apprenticeship training objectives.

Adult Vocational Guidelines and Common Course Manual: A document that is designed to assist administrators of public community and technical colleges in fulfilling requirements for state funding of adult vocational courses.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

This document is revised biennially to provide an update on procedures, guidelines and coordinating Board pre-approved course listings.

Advanced associate degree: An associate of applied science degree awarded concurrently with an advanced skills certificate to a graduate of a Tech-Prep associate of applied science degree program requiring a skill proficiency level that goes beyond the traditional associate degree and that results in the concurrent award of an advanced skills mastery certificate with the applied associate degree.

Advanced placement: Any agreement or plan between educational institutions, or any other method of recognizing student achievement, that enables students to receive credit for and/or bypass courses in a higher education program.

Advanced skills mastery certificate (advanced skills certificate): A certificate that is granted for advanced skills attained either within and concurrent with an advanced associate of applied science degree or after an applied associate degree is granted.

Advanced technical skills: Technical skills identified and validated by business, industry and labor that require a higher level of proficiency than those resulting from the traditional applied associate degree.

Aides: Aides' salaaries which can be identified as being directly related to the assistance of instructors with the instruction of pupils in a learning situation.

All aspects of an industry: With respect to a particular industry that a student is preparing to enter, this includes planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry [Perkins].

Annual application: During every 12-month cycle, eligible higher education institutions desiring funds authorized by the Carl D. Perkins Act of 1990 are required to submit an application to the Coordinating Board for review and approval under Title II, Section 240, of the act.

Applied associate degree programs: Refers to the associate of applied arts, the associate of applied science and the associate of occupational studies degrees.[1] The term "applied" in an associate degree name is the distinguishing characteristic of the technical certificate of collegiate rank.

Apprenticeship Advisory Committee: The Apprenticeship and Training Advisory Committee to the State Board for Vocational Education.

Apprenticeship training program: A program registered with the Department of Labor or the state apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act (29 U.S.C. 50), that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices [Perkins].

---

[1] This degree to be phased out by January, 1993.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Area vocational education school: This is:

1) A specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;

2) The department of a high school exclusively or principally used for providing vocational education in not less than five different occupational fields to individuals who are available for study in preparation for entering the labor market;

3) A technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market; or

4) The department or division of a junior college, community college, (technical college), or university operating under the policies of the state board and providing vocationaL education in not less that five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in paragraph (3) of this definition or in this paragraph, it admits as regular students both individuals who have completed high school and individuals who have left high school [Perkins].

Articulation: A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning (e.g., 2+2+. 2+2+2 and Tech-Prep programs).

Articulation Plan: A plan developed cooperatively between a secondary school district and a postsecondary institution. The plan ensures the coordination of secondary and postsecondary (two-year) occupational training to eliminate unnecessary duplication of course work and streamline the educational process.

Associate of applied arts (AAA) degree program: A program of study designed for immediate employment and/or career advancement that emphasizes the application of artistic principles and the humanities through an orderly, identifiable sequence of courses. The degree program is composed of technical courses, general education courses, related instruction courses, and, as appropriate, elective courses to prepare students for employment in the performing arts.

Associate of applied science (AAS) degree program: A program of study designed for immediate employment and/or career advancement that is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. The degree program is composed of technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals.

Associate of applied science degree program - Advanced/Tech-Prep Plan: See Tech-Prep associate of applied science degree program.

Automated Student Follow-up System: An automated process, using employment and education databases, intended to analyze the employment status of former technical education students.

BAT: An abbreviation for the Bureau of Apprenticeship Training of the U.S. Department of Labor.

Basic Work Place Skills: See *work place competencies* and *foundation skills*.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Block-time format: A delivery mechanism that allows a program to be offered in a shortened and more intensive time frame (usually requiring students to attend class for 20 to 40 contact hours per week), for credit or non-credit. Program may also be designed for flexible student entry (flex-entry).

CBE: See *competency-based education*.

CEA: See *central education agency*.

CIP code: See *classification of instructional programs* code.

Capstone experience: An experience such as cooperative education, clinical work or internship that allows the student an opportunity to apply all previous learning to real-world situations, resulting in a consolidation and synthesis of the entire educational experience. It may also be a licensure exam or comprehensive, discipline-specific exam.

Career development personnel: Professional staff members who are employed in the delivery of career development services, which include information and planning, placement, counseling and guidance as well as testing and assessment.

Career guidance and counseling: Programs that

1) Pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, state and national occupational, educational, and labor market needs, trends, and opportunities; and

2) Assist individuals in making and implementing informed educational and occupational choices [Perkins].

Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Public Law 101-392): Referred to throughout this document as the Carl D. Perkins Act of 1990.

Census date: The official date by which public community and technical colleges must report enrollment data to the Coordinating Board for state reimbursement.

Central education agency (CEA): In Texas, this is the Texas Education Agency (TEA).

Certificate: A formal award, less than an associate degree, indicating mastery of a prescribed series of academic and technical competencies with defined employment outcomes. This award is approved by the Coordinating Board, appears on the *Technical Program Clearinghouse Inventory*, and is subject to the Coordinating Board program evaluation process.

Certification/licensure/registration: A process sponsored by an agency or association, and designed by educators and business, industry and/or labor, that validates and/or certifies the skills and learning experiences of a candidate and enters the name of the successful candidate in a registry.

Classification of Instructional Programs (CIP) code: This is a taxonomy for all levels of instructional programs, developed by the U.S. Department of Education's Center for Education Statistics (1990). For more information, see Appendix H.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Classroom-to-=work-place transition program (school-to-work transition): A method of instruction between a a sponsoring clinical agency, the higher education institution and the student that provides guided training to the student in the work environment and that enhances critical thinking skills and the ability to transfer applied and theoretical knowledge to the work place.

Clinical education: A method of instruction between a sponsoring clinical agency, the higher education institution, and the student that provides student training and experience in the work place with the goal of reaching established learning objectives as outlined in a formal plan developed by college staff. Clinical practice is supervised by qualified faculty members employed by the educational institution sponsoring the program.

Cluster of closely related programs: Programs identified by general occupational classification on the basis of related basic skills and competencies, such as human services, personal and protective services, health, industrial/technical and computer/office.

Coherent sequence of courses: A series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education, academic education, and adult training or retraining that meet these requirements. Sequential units encompassed within a single adult training or retraining course are included [Perkins].

Cohort: A group of students having a common academic class membership as determined by their first term of active enrollment and for whom tracking records are maintained.

Commission on Colleges: A policy-making group of the College Delegate Assembly, broadly representative of the assembly's membership. This group is responsible for preparing criteria for membership, reviewing and determining which institutions are to be designated as candidates for accreditation, taking final action on the accreditation of the institutions and reporting the action to the assembly, and electing an Executive Council of the Commission to act for the commission while it is not in session. This is generally administered on a regional basis, such as the commission's Southern Association of Colleges and Schools.

Commissioner: A reference to the Commissioner of Higher Education.

Common-course numbering systems: Systems of designating college credit courses with a common numbering. These systems, agreed upon by a group of cooperating institutions, are intended to help standardize course identification, evaluation, interpretation, and to foster articulation and the transfer of credit.

Community-based organization: A private nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job training services (for example, Opportunities Industrialization Center, the National Urban League, SER-Jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Forum, National Council of La Raza, 79,001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities, agencies serving youth, agencies serving people with disabilities, including veterans who have a disability, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations), and an organization of demonstrated effectiveness serving non-reservation indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups [Perkins].

Competency blocks: Discrete blocks or units of skills as defined and validated by business/industry as leading to an identifiable competency level for a discrete employment opportunity.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Competency profile/portfolio: A comprehensive profile of the specific skills a student has mastered. The profile is updated continuously and accompanies the student's transcript and/or resume and may constitute a portion of an employment portfolio.

Competency-based education (CBE): An educational program designed to teach applied and/or job-related clusters of skills, knowledge and attitudes, as well as expected performance levels required for successful employment within a defined job or cluster of jobs. The skills are collaboratively defined by educators, business, industry and labor and form the basis upon which a student is evaluated.

Competency-based format: Any material, instructional program or curriculum based on criterion-referenced requirements.

Competency-based instruction: A process that is designed to deliver instruction based on specific tasks, predetermined standards of performance and a continuum of difficulty.

Completer (see program graduate): A student who completes a Coordinating Board-approved associate degree or certificate program.

Completer rate for federal requirements: All first-time-in-college students who enroll in the fall semester and who declare a major and enroll full time (12 semester credit hours or the equivalent) will be compared to the count of those who graduate with a Coordinating Board-approved degree or certificate within one and one-half times the normal time period for completion (three years for associate degrees, one to two years for certificates). Students who are first-time-in-college students in the summer session and who re-enroll in the same institution in the following fall semester will be included in this cohort.

Compliance Monitoring Visit: An on-site visit by Coordinating Board staff to determine the degree of compliance with the assurances made in the district's annual technical and vocational application.

Concurrent credit (duel credit): A system whereby a student takes a course at one institution for credit and upon enrollment at a second institution of a different level also receives credit for that course at the second institution.

Concurrent enrollment (duel enrollment): A condition that exists when a student is officially enrolled in two different institutions simultaneously. Tech-Prep programs do not require that students be concurrently enrolled.

Contact hour: 50 minutes of direct instruction for each clock hour.

Contract Instruction: The delivery of a course or courses to meet the needs of a contracting entity, which may be a business, industry or external agency. The course(s) must consist of 50 percent or more of the enrollees designated by the contracting entity. For example, if a JTPA student is enrolled in and mainstreamed into a class open to the general public, it would not be considered contract instruction [as defined by the state auditor].

Cooperative education: A method of technical education instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternating study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program [Perkins].

Coordinating Board: A reference to the Texas Higher Education Coordinating Board.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Coordinating Board staff: Professionals employed by the Coordinating Board to carry out the implementation of its policies.

Core curriculum: A designated group of courses, in one or more educational programs, that constitute a desired breadth of knowledge acquired from several academic disciplines.

Core standard: A desired level or rate of an outcome [Perkins]. See also *performance measure*.

Correctional institution: Any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders [Perkins].

Counselor: An individual who shall be a qualified counselor to provide a comprehensive career development guidance program at all educational levels.

Course Inventory: A list of technical courses that comprise the approved technical education programs and adult vocational courses for each higher education institution. This inventory is maintained by Coordinating Board staff and is sent to the institutions on an annual basis for review and certification for funding purposes.

Credit in escrow: A condition whereby the credit earned by a student enrolled for concurrent credit is held back by a second institution until the student enrolls there. Credit in escrow policies in Tech-Prep programs should not require a student to pass more advanced levels of study before credit is granted.

Criminal offender: Any individual charged with, or convicted or, any criminal offense, including a youth offender or a juvenile offender [Perkins].

Critical mass: A justifiable number of students available to participate in and complete programs to meet the needs of business and industry.

Curriculum materials: Instructional and related or supportive material, including materials using advanced learning technology, designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material [Perkins].

DACUM: An acronym for Developing a Curriculum, a process of identifying specific duties and associated tasks required by a particular job or occupation.

Degree: Any title or designation, mark, abbreviation, appellation, or series of letters or words, including associate, bachelor's, master's doctor's and their equivalents, which signify or are generally taken to signify satisfactory completion of the requirements of all or part of a program of study that is generally regarded and accepted as an academic/occupational degree-level program among Texas higher education institutions.

Developmental courses: Courses designated as remedial, accelerated instruction, or compensatory education courses in the *Community College General Academic Course Guide Manual*. Also see *remediation*.

Disabled: Under the Americans with Disabilities Act (ADA), an individual with a disability is a person who has: (1) a physical aor mental impairment that substantially limits one or more major life activities, (2) a record of such an impairment, or (3) is regarded as having such an impairment.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Disadvantaged: Individuals, other than those individuals with disabilities, who have economic or academic (educational) disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school [Perkins].

Displaced homemaker: An adult who:

1) Has worked primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; and

2) (i) Has been dependent on public assistance or on the income of a relative but is no longer supported by that income.

  (ii) Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601), Aid to Families with Dependent Children, within two years of the parent's application for assistance under the Carl D. Perkins Vocational and Applied Technology Act;

  (iii)Is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or

  (iv) Is described in paragraphs (1) and (2) of this definition and is a criminal offender [Perkins].

Dual credit: See *concurrent credit*.

Dual enrollment: See *concurrent enrollment*.

Economically depressed area: An economically integrated area within the state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as : (1) a rate of unemployment which has exceeded by 50 percentum or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made or (2) a large concentration of low-income families, the designation of which is approved by the secretary as consistent with the purposes of the act, with these criteria, and with such other criteria as the secretary may prescribe.

Economically disadvantaged family or individual: Any family or higher education student who is qualified to receive a Pell Grant or other federal need-based financial aid. A family or individual which the State Board identifies as low income on the basis of iuniform methods that are described in the state plan. A PSI must use one or more of the following standards as an indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for Aid to Families with Depenjdent Children or other public assistance programs, (3) receipt of a Pell Grant or comparable state program of need-based financial assistance, (4) eligibility for participation in programs assisted under Title II of tje Job Training Partnership Act, and (5) eligibility for benefits under the Good Stamp Act of 1977 or the Health and Human Services (HHS) Poverty Guidelines, 403.114, page 36721 of final Rules and Regulations.

Education and Training Clearinghouse: A series of databases developed by the Coordinating Board that include education and training programs offered by public community and technical colleges and other selected institutions in Texas, and which are maintained as an inventory.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Educationally disadvantaged: See *academically disadvantaged*.

Electronic transcript: The electronic transfer of a student's academic record among colleges or between secondary schools and colleges as previously agreed to by a group of cooperating educational institutions.

Eligible recipient: Except as otherwise provided, a local educational agency, an area vocational education school, an intermediate educational agency, a higher education educational institution, a state corrections educational agency, or an eligible institution as defined in 34 CFR 403.117(a) [Perkins].

Emerging occupation: An occupation arising through forces related to technological changes in the work place. The occupation is expected to become increasingly visible and distinguishable as a separate career area with the next 10 years. The occupation is growing, or is expected to grow, rapidly within the industry. Workers from other occupations cannot perform the work without at least two months of vocational-technical education or training [as defined by the Texas Innovation Network System].

External learning experiences: Competency-based learning experiences, paid or unpaid, that supplement lectures and laboratory instruction and that are offered in business and industry (examples: co-ops, clinicals, apprenticeships or internships).

Federal fiscal year: See *program year*.

First-time-in-college student: A student who has never enrolled in a higher education educational institution in the United States. A student may also be counted as first-time-in-college if they enrolled in summer school and subsequently re-enrolled for the fall semester at the same institution.

Flex entry: See *open-entry/open exit format*.

Foundation skills: According to the federal secretary of labor's Commission on Achieving Necessary Skills (SCANS), these are comprised of three parts:

1) *basic skills* -- reading, writing, performing arithmetic and mathematical operations, listening and speaking.

2) *thinking skills* -- thinking creatively, making decisions, solving problems, visualizing, knowing how to learn and reasoning; and

3) *personal qualities* -- displaying responsibility, self-esteem, sociability, self-management, integrity and honesty.

Full-time equivalent (FTE): The total number of semester credit hours reported by an institution divided by the equivalent hours for one full-time student (12 semester credit hours).

Full-time students: Students enrolled for a minimum of 12 semester credit hours per long term or the equivalent.

Gender equity: The goal of increasing the representation of either gender in programs or occupations that are underrepresented by that gender.

General education: Courses generally defined as academic in the areas of the humanities, fine arts, the social and behavioral sciences and the natural sciences and mathematics.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

General occupational skills: Skills that indicate strong experience in, and understanding of, all aspects of an industry [Perkins]. See also *foundation skills* and *work place competencies*.

Graduate: A student who completes a Coordinating Board-approved associate degree or certificate program.

Guaranteed Graduate Policy: A policy that allows graduates who are judged by an employer to be lacking in technical job skills identified as exit competencies for their specific degree program to return to the college for up to nine tuition-free hours of training.

HEGIS code: An acronym for Higher Education General Information Survey used for categories of program reporting and funding.

High technology: State-of-the-art computer, microelectronic, pneumatic, laser, nuclear, chemical, telecommunication and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care [Perkins].

Higher Education Regional Council: A group composed of representatives from all public higher educational institutions that exist within regional areas of the state. Its purpose is to coordinate planning among institutions by reviewing and recommending to the Coordinating Board institutional plans for out-of-district or off-campus offerings and act as an advisory group to the Coordinating Board for effective administration of off-campus and out-of-district lower division courses.

IDEA: IDEA refers to the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), formerly entitled "Education of the Handicapped Act." [Perkins].

IHE: See *institution of higher education*.

Incarcerated student: Any student in a correctional institution, which includes prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, and any similar institutions designed for the confinement or rehabilitation of criminal offenders.

Individual with disabilities: This indicates:

1) Any individual who has --

    (i) a physical or mental impairment that substantially limits one or more the major life activities of that individual;

    (ii) a record of an impairment described in paragraph (i) of this definition;

2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or

3) Any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973 [Perkins].

Institution of higher education (IHE): An educational institution in any state that:

1) Admits as regular students only persons having a certificate of graduation from a school

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992). 290

providing secondary education, or the recognized equivalent of such a certificate;

2) Is legally authorized within such state to provide a program of education beyond secondary education;

3) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program which is acceptable for full credit toward such a degree;

4) Is a public or other non-profit institution; and

5) Is accredited by a nationally recognized accrediting agency or association, or, if not so accredited:

   (i) Is an institution with respect to which the secretary (of education) has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made that the institution will meet the accreditation standards of such an agency or association within reasonable time; or

   (ii) Is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited.

This term also includes:

1) Any school which provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provisions of paragraphs (1), (2), (4), and (5) of this definition; and

2) A public or nonprofit private educational institution in any state which, in lieu of the requirement in paragraph (1) of this definition, admits as regular students persons who are beyond the age of compulsory school attendance in the state in which the institution is located and who meet the requirements of section 484(d) of the Higher Education Act of 1965 (20 U.S.C. 1091(d)) [Perkins].

Institutional recognition: This is comprised of awards, other than certificates and degrees awarded for the completion of a Coordinating Board-approved program, offered by an institution for the completion of a course or sequence of courses, or after achieving a specified occupational skill level.

Institutional effectiveness: A comprehensive approach to planning for the improvement of the institution through an evaluation process that takes into account the resources, processes, and results of educational programs.

Institutional self-evaluation: An annual evaluation conducted by the institution that considers the effectiveness of all technical education programs based on standards and measures developed by the state.

Instructional faculty: Persons who are employed in a teaching capacity and who are responsible for academic and/or technical instruction in technical degree or certificate programs or adult vocational courses.

Instructors: Teacher salaries which can be identified as being directly related to the instruction of pupils in a learning situation.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Integration of academic and technical/occupational curricula: A link between academic and technical theories, demonstrated in both academic and technical courses that includes the applications of theory in the workplace setting and the use of real-life situations in academic courses.

Intermediate educational agency: A combination of school districts or counties (those divisions of a state utilized by the federal secretary of commerce in compiling and reporting data regarding counties) recognized in a state as an administrative agency for that state's vocational or technical education schools or for vocational programs within its public elementary or secondary schools. This term includes any other public institution or agency having administrative control and direction over a public elementary or secondary school [Perkins].

Internship: A supervised, practical experience in the work setting that is intended for advanced students in specialized fields.

Inverted degree plan: A program of study designed for the student pursuing an applied associate degree. This program integrates additional upper-level technical or professional education with additional supporting general-education coursework and leads to an applied baccalaureate degree.

JTPA: An abbreviation for the Job Training Partnership Act (29 U.S.C. 1501 et seq.) [Perkins].

LMIS: See *regional labor market information system.*

Library/learning resources: Instructional materials (e.g. books, audio-visual equipment and computers) that support the educational/occupational development of the student.

Limited English proficiency (LEP): If used with reference to individuals, these are those:

1) (i) who were not born in the United States or whose native language is not English:
   (ii) who come from environments where a language other than English is dominant; or
   (iii) who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society [Perkins].

Local Apprentice Training Committee: A committee whose members are appointed by employers of apprentices, bargaining agents representing numbers of an apprenticeable trade, a trade association representing an apprenticeable trade, or a combination of these whose responsibility is to direct and administer the apprenticeship program consistent with the rules and regulations of the Coordinating Board and the higher education institution through which related instruction is provided.

Local education agency: A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program. This term includes a state or local corrections educational agency if it has administrative control and direction of the vocational education program [Perkins].

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Marketable skill: A demonstrated level of competency leading to entry-level employment and/or upgrade of position.

Marketable skills achievers: These may be identified as either:

1) Students who have declared an intent to upgrade their skills for employment and have completed at least one technical education credit course; or

2) Students who have completed at least nine semester credit hours (or the equivalent) in the same HEGIS code:

AND who did not re-enroll at the same institution the following fall semester. All students taking courses that are reported as regular technical courses (credit and contact hour) are included in this definition.

This definition **DOES NOT** apply to students enrolled in adult-vocational courses. These students are **NOT** considered completers (program graduates).

Master Plan for Vocational and Technical Education: A blueprint for the delivery of technical education in Texas, prepared by the State Board of Education and the Coordinating Board in accordance with the mandate from their Texas Legislature.

Measure: This is a description of an outcome [Perkins].

Multiple site offerings: Programs and courses specifically approved by the Coordinating Board to be offered at multiple sites.

Non-traditional format: A competency-based method of delivering instruction other than the block-time, or the semester/quarter credit hour format.

Nontraditional men and women: Persons entering a technical and vocational program or occupation nontraditional to their gender. An enrollment of 75 percent of one gender is considered traditional.

OES codes: See *occupational employment statistics codes.*

Occupationally specific course: A course designed to prepare students for employment or additional training in a specific occupation. All cooperatived education and pre-employment laboratory courses are considered to be occupationally specific.

Occupational employment statistics (OES) codes: Five-digit identifiers for approximately 700 occupational clusters that comprise a coding system designed by the federal Bureau of Labor Statistics. These codes are used by the Texas Employment Commission to generate occupational projections and expected industry staffing patterns for Texas.

Open-entry/open-exit format (flex-entry): A delivery mechanism that allows students to enter and exit at various points in the academic year and/or the competency-based curriculum, regardless of the beginning and ending dates of the terms.

Options: Concentrations within certificate or applied associate degree programs that reflect the training required for specific occupations within a broad career field and result in the same award. Options must share a common

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

core of courses (i.e., AAS in Office Administration with options in Executive, Medical, Legal and Bilingual Secretarial).

Performance measure: A description of an outcome [Perkins]. See also *core standard*.

Performance Measures and Core Standards for Postsecondary Technical Education Programs: A document for institutions that outlines a series of performance measures and core standards drafted in response to mandates of the Carl Perkins Act of 1990. The documenent also includes information on reporting requirements as well as necessary reporting forms. The final document was sent to institutions in August 1992 and became effective September 1, 1992.

Postsecondary Institution (PSI): A public community or technical college, university or proprietary institution offering certificate and associate degree programs, and/or baccalaureate programs.

Preparatory instruction for apprenticeship: A course of instruction, including related instruction, lasting six months or less that teaches the basic skills required for an individual to comply with the terms of his or her apprenticeship agreement as required by Section 33.02(d) of the Texas Education Code.

Preparatory services: Services, programs or activities designed to assist individiuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services include, but are not limited to 1) services, programs or activities related to outreach to, or recruitment of, potential vocational education students; 2) career counseling and personal counseling; 3) vocational assessment and testing; and 4) other appropriate services, programs or activities [Perkins].

Priority occupations: Priority occupations are those identified by the State Board of Education has having an impact on the Texas economy, requiring substantial training time, and offering a reasonable expectation of career opportunities and advancement.

Private Industry Council (PIC): A council comprised of voluntary representatives of the private sector (who constitute a majority of the membership), educational agencies, organized labor, rehavilitation agencies, community based organizations, exonomic development agencies and the public employment service [as defined in the federal Job Training Partnership Act, sections 102 and 103].

Private vocational training institution: A business or trade school, or technical institution or other technical or vocational school, in any state that:

1) Admits as regular students only persons who have completed or left elementary or secondary and who have the ability to benefit from the training offered by the institution;

2) Is legally authorized to provide and provides within that state a program of higher education vocational or technical education designed to fit individuals for useful employment in recognized occupations;
3) Has been in existence for two years or has been specially accredited by the secretary as an institution meeting the other requirements of definition; and

4) Is accredited --

   (i) By a nationally recognized accrediting agency or association listed by the secretary;

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

(ii) If the secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a state agency listed by the secretary; or

(iii) If the secretary determines that there is no nationally recognized or state agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the secretary and composed of persons specially qualified to evaluate training provided by schools of that category. The committee shall prescribe the standards of content, scope, and quality that must be met by those schools and shall also determine whether particular schools meet those standards [Perkins].

Program: An organized unit of instruction directly related to the acquisition and/or upgrading of technical skills and for which a Coordinating Board-approved certificate or an applied associate degree is awarded.

Program advisory committees: Formal groupings of individuals selected from business, industry and labor who provide advice and assistance to one or more technical education programs.

Program approval: The process whereby an institution requests and is granted authorization to emplement a new technical education certificate or degree program.

Program area: A technical/vocational discipline such as office occupations, technology, or health occupations.

Program closure: The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the sunset review process.

Program cooperative agreements: Arrangements in which institutions of the same or different levels agree to cooperate in the offering of instructional programs.

Program deactivation: The process whereby an institution suspends all new student enrollments for a maximum of three years in order to assess program vitalitiy and make revisions without loss of eligibility for state funding or dropping the program and its courses from the program/course inventory. Deactivated programs are subject to Coordinating Board evaluation, but are not subject ot sunset review.

Program evaluation process: A periodic review by the Coordinating Board for evaluation of technical education programs that focuses on program inprovement and student educational experiences and outcomes.

Program graduate: See *graduate*.

Program reactivation: A formal process to reinstate a program that has previously been deactivated.

Program revision: The process whereby an institution requests a change to an existing approved program.

Program year: A 12-month period during which a state operates its technical education programs, which is most generally a period beginning on July 1 and ending on the following June 30 [Perkins].

Proprietary school: See *private vocational training institution*.

Quality workforce planning: A partnership established between educators and employers in a region for the purpose of developing a skilled and educated work force to enhance economic development in this state and to compete in a global economy. To achieve this purpose, Quality Work Force Planning Committees will analyze

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

regional job opportunities education and training needs, identify regional priorities for technical and vocational education program offerings, and develop regional plans that address those priorities.

Quality Work Force Planning Committees: The 24 regional planning groups -- comprised of representatives from local education and training providers, business, industry and labor which are charged by the Texas Legislature to analyze regional labor market information, identifying targeted occupations, and developing a service-are plan for vocational and technical education for their region.

Regional labor market information system (LMIS): A regional system for program planning that includes inventories of key regional industries, targeted occupations within those industries, and education and training providers.

Related instruction (HEGIS 9421): The funding category composed of non-developmental, collegiate-level courses related to the technical major but not part of any one specific funding category and not specific to any major.

Related instruction for apprenticeship programs: Organized, off-the-job instruction in theoretical or technical subjects required for the completion of an apprenticeship program for a particular apprenticeable trade.

Remediation: An activity designed to teach basic competencies in such areas as reading, writing, oral communication and mathematics.

SOICC: See *State Occupational Information Coordinating Committee*.

STARLINK: See *State of Texas Academic Resources Link*.

School facilities: Classroom and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public [Perkins].

School-to-work transition: See *classroom-to-work-place transition program*.

Secondary technical and vocational programs: Organized units of instruction desgigned to provide students the opportunity to make informed occupational choices, determine educational needs and options, develop employability traits, and acquire marketable occupational skills for career preparatory programs and/or articulation.

Semester/quarter credit-to-contact-hour ratio: The ratio of semester or quarter credits assigned for each contact hour.

Sequential course of study: An integrated series of courses directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education [Perkins].

Service delivery area: The geographical area, or target market, for educational delivery as defined by an institution or the state.

Service delivery plan: A plan for its region developed by each Quality Work Force Planning Committee as required by the state Legislature (see *Quality Work Force Planning Committees*).

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Services to special populations: Services, programs and/or activities supplemental to the basic student services offered by the institution. These could include curriculum, classroom and/or equipment modification; supportive personnel; instructional aids and devices; child care; transportation; remedial courses; vocational guidance and counseling; or other programs, services and/or activities that are targeted to the needs of special populations students.

Sex equity program: Programs, services, comprehensive career guidance and counseling and other activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education (for further information, see *Federal Register* 403.91, p. 36744.)

Single parent: An individual who is unmarried or legally separated from a spouse; and (i) has a minor child or children for which the parent has either custody or joint custody, or (ii) is pregnant [Perkins].

Small business: A for-profit enterprise employing 500 or few employees [Perkins].

Smart Jobs Program: A part of the Texas Skills Development Program that directs education, training, employment, human service and correctional agencies in the development of a world-class work force for Texas.

Southern Association of Colleges and Schools (SACS): A regional agency that sets criteria for colleges and schools desiring accreditation. See *Commission on Colleges*.

Special populations: Refers to individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions [Perkins].

Special populations coordinator: Salaries for a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate career development guidance and job skill training. (Refer to functions in Technical Assistance Guide).

Specific job training: Training and education for skills required by an employer. They provide the individual student with the ability to obtain employment and to adapt to the changing demands of the work place.

Standard: The level or rate of an outcome [Perkins].

State Board of Vocational Education: A board designated or created by state law as the sole state agency responsible for the administration of vocational education or for supervision of the administration of vocational education in the state [Perkins]. In Texas, this is the State Board of Education.

State corrections educational agency: The state agency or agencies responsible for carrying out corrections education programs in the state [Perkins]. In Texas, this is the Texas Department of Criminal Justice.

State council: The state council on vocational education established in accordance wtih 34 CFR 403.17 throuth 403.19 [Perkins]. In Texas, this is the Texas Council on Vocational Education.

State Occupational Information Coordinating Committee (SOICC): Supported by five state agencies, including the Tri-Agency Partnership, this committee is charged with the development of the STatewide CAreer Occupational Information Data Base and Career Guidance System, which helps to determine which jobs and career options are promising, what the educational requirements are, and where training is offered.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

State of Texas Academic Resources Link (STARLINK): A teleconference training network established to facilitate instructional needs and the professional development of technical education faculty of community and technical colleges in Texas.

Successful student outcomes: Measures of institutional effectiveness established by the Coordinating Board's requirements for follow-up data. This includes completers (program graduates) and marketable skills achievers.

Sunset review: A formal evaluation process through which programs are reviewed by the Coordinating Board for possible closure.

Supplementary instruction for apprenticeship: A course of instruction for persons employed as journeymen craftsmen in apprenticeable trades. This instruction provides new skills or upgrades current skills.

Supplementary services: These include curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices [Perkins].

Support services: Assists students who are economically disadvantaged, students of limited English proficiency, and disabled students to succeed in technical and vocational education. These services include counseling, English-language instruction, child care, and special aids.

TAAS: See *Texas Assessment of Academic Skills Test.*

TASP: See *Texas Academic Skills Program.*

TDOC: An abbreviation for the Texas Department of Commerce.

TEA: An abbreviation for the Texas Education Agency.

THECB: Th\\An abbreviation for the Texas Higher Education Coordinating Board.

TINS: See *Texas Innovation Network System.*

Targeted occupations: Priority occupations, identified by region, based on appropriate education, training and labor market variables as defined by Quality Work Force Planning Copmmittees.

Target populations: For purposes of the Carl D. Perkins Act of 1990, these are members of the population who reside in an institution's service area and are identified by age, gender, ethnicity and special population status. This includes single parents and displaced homemakers.

Task analysis: The identification of the specific skills, knowledge and attitudes a worker needs for performance in an occupation.

Technical education: Used by the Coordinating Board's \Communjity and Technical Colleges Division to describe Coordinating Board-approved educational programs offering a sequence of courses or block-time instruction. This type of education must be related directly to the preparation of individuals for paid employment in current or emerging occupations that require other than a baccalaureate or advanced degree. Also known as *occupational education* and *vocational education*.

Technical Education Program Guidelines: A Coordinating Board procedures and guidelines manual for state-funded technical education programs in public community and technical colleges.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Technical education programs: See program.

Technical education student: A student enrolled in an approved technical education program or adult vocational course or a student who has declared an intent to major in a technical program.

Technology education: An applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy [Perkins].

Tech-Prep associate of applied science degree program: A cooperatively developed, competency-based six-year program of study beginning in the ninth grade of high school and resulting in an associate of applied science degree with advanced skills from a community or technical college or an associate degree granting pripriętary institution.

Tech-Prep consortia: Groups of institutions participating in Tech-Prep program development and implementation and with signed, program-specific articulation agreements. Tech-Prep consortia must be composed of a minimum of one public institution of higher education and more than one independent school district (ISD) unless a single ISD has a sufficient enrollment of students to support a Tech-Prep program. Consortia must provide evidence of direct business and industry, Private Industry Council (PIC) and Quality Work Force Planning Committee involvement.

Texas Academic Skills Program (TASP): A program that includes an examination that measures each student's reading, writing and mathematical skills to determine whether the student is prepared to successfully complete college-level course work. The program also requires all institutions to provide developmental courses to prepare students to complete such course work.

Texas Assessment of Academic Skills Test (TAAS): An examination measuring each student's reading, writing and mathematical skills to determine whether the student has mastered a specified course of high school study.

Texas Department of Commerce (TDC): A state agency that has responsibility for regulating commerce and trade, promoting tourism, promoting economic and business development, creating new jobs, and administering job training for economically disadvantaged citizens and dislocated workers served through the Job Training Partnership Act Program. TDOC is a member of the Tri-Agency Partnership along with TEA and THECB.

Texas Education Agency (TEA): A state agency responsible for the public education system under the direction of the State Board of Education. TEA is a member of the Tri-Agency Partnership alonbg with TDOC and THECB.

Texas Higher Education Coordinating Board (THECB): A state-appointed group of individuals that sets policies regarding all two- and four-year institutions of higher education in Texas. THECB, a member of the Tri-Agency Partnership along with TDOC and TEA, is also known as the *Coordinating Board*.

Texas Innovation Network System (TINS): A non-profit organization funded by the Texas Legislature to serve as an advanced technology information and research clearinghouse for business, institutions of higher education and state government. TINS is also funded by the Texas Department of Commerce to develop a forecast of occupations expected to emerge as Texas businesses and industries adopt new technologies.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

Texas Skills Development Program: A long-term plan for the economic well-being of Texas. It provides direction to education, employment and training providers on the specific occupational skills needed by business, industry and labor for targeted industries and occupations.

Time-shortened program: An articulated program in which high school students receive college credit that allows them to graduate from a higher education program in less time than a student beginning the program of study at the higher education level.

Transportability: The east by which project activities and results may be replicated at other sites, such as through the development and use of guides or manuals that provide step-by-step directions for others to follow in order to initiate similar efforts and reproduce comparable results [Perkins].

Tri-Agency Partnership: Three agencies -- the Coordinating Board, the Texas Education Agency and the Texas Department of Commerce -- responsible for the statewide implementation of Quality Work Force Planning and Tech-Prep program development and implementation.

Vocational education: Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies directly related to the preparation of individuals for paid or ujnpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree [Perkins].

Vocational student organization: Organizations for individuals enrolled in vocational education programs that engage in activities as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in vocational education at the local level [Perkins].

Work force development: The process for coordinating training/retraining and improving technical education through funding provided for postsecondary educational service in partnership with business, labor education and government.

Work place competencies: According to the federal secretary of labor's Commission on Achieving Necessary Skills (SCANS), these can be divided into give areas:

1) *resources* - identifying, organizing, planning and allocating resources;

2) *interpersonal* - working with others;

3) *information* - acquiring and using information;

4) *systems* - understanding complex inter-relationships;

5) *technology* - working with a variety of technologies.

Work-Study program: A special school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid in order to enter or continue their education and training in a technical and vocational education program. The employment portion of cooperative technical and vocational education programs does nto qualify as work study. Technical and vocational funds may be used to partially compensate eligible work study students.

Editorial Note: Definitions marked with "[Perkins]" are taken from federal regulations originating from the Perkins Act (see Federal Register, August 14, 1992).

PART XI

RESOURCES

RESOURCES

ACS, Academic Software, P.O. Box 201958, Austin, TX 78720-1958, (512) 918-8101. Attention: Ginny Riser.

> *1st Place,* a software package which includes an organized way to document/meet the requirements of student registration, interview scheduling, job tracking and posting, referral and placement tracking, data distribution and report generation.

Beyond the Americans with Disabilities Act (ADA): Finding solutions that work for students with disabilities. Workshop Manual that is the result of a series of workshops for special population coordinators, counselors, faculty and staff of community and technical colleges. Texas State Technical College, East Texas Center, P. O. Box 1269, Marshall, TX 75671.

Career, Education, & Training Associates, Inc., 1236 Langston Drive, Columbus, Ohio 43220. Contact: Dr. Harry Drier, (800) 848-4815.

> *Career Orientation Planning Profile (COPP).* A unique career guidance tool reveals the true-self and its relationship to the realities of the world of work in the career decision-making process. This increases the probability of an individual finding happiness and self-fulfillment. Includes: Self Discovery, Career Planning and Credential Development, Career Planning Support, Training and Support, A Guide for Career Planning, a Portfolio, and a Planner (for middle/secondary this also includes a Parent Portfolio) and is developed for 7-9, 9-12, and an Adult Version.

Career Explorers, 1336 Moorpark Road, #164, Thousand Oaks, CA 91360. 805/522-5098 or FAX 805/494-9399. Contact: Thomas Joffman, M.S.

Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210. 614/292-4353. Contact: Margo Vreeburg Izzo

> *Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula.*

Center on Education and Work, University of Wisconsin - Madison, School of Education, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin 53706, (608) 263-2929.

> *Developmental Guidance Classroom Activities for use with the National Career Development Guidelines (K-Adult) 1993.*

Booklets/guides for use with clients/students to meet the national guidelines.

Tech Prep: Effective & Promising Practices Guide - Gabrielle Banick Wacker, Ph.D.

Serving Students with Learning or Cognitive Disabilities Effectively in Two-Year Colleges: Seven Exemplary Approaches.

Chronicle Guidance Publications, 66 Aurora Street, P.O. Box 1190, Moravia, NY 13118-1190, (800) 622-7284.

Chronicle Guidance 3-IN-1 Subscription: Monthly publication which includes occupational briefs, revised occupational briefs, occupational reprints, professional articles, Washington Counseletter, and occupational guide.

Modular C-Lect Career Development Software: COMPUTER-LINKED EXPLORATION OF CAREERS AND TRAINING

Cinch-It (Math Specific). Math specific softwear for Apple II, Macintosh or IBM PC users. Belt Enterprises, Route 1 Box 96, Slaton, TX. 806/828-6012.

Clearinghouse for Successful Practices. Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494. 800/643-7025.

Dropout Prevention and Recovery: A Compendium of Services and Programs Offered by Member Agencies of the Interagency Coordinating Council on Dropout Prevention and Recovery.

Guidelines for Alternative Programs.

A Guide to Developing School-Based, School-Age Child Care Programs in Texas Public Schools.

A Guide for Funding Programs for Youth in At-Risk Situations with Carl D. Perkins Vocational and Applied Technology Education Act and Job Training Partnership Act Funds.

Information Manual for Alternatives Guiding Educational Success (IMAGES).

Job Training for Valued Youth: Dropout Prevention, Recovery and Preparation for the World of Work through Cross-Age Tutoring.

Clover Park Technical College
4500 Steilacoom Blvd. S.W.
Tacoma, Washington 98499

Special Needs Services, Annual Report.

Curriculum Publications Clearinghousoe (CPC).
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800/322-3905

Provides state-developed materials on a cost-recovery basis. Includes titles listed under Argiculture, Business, Marketing and Management, Health Occupations, Home Economics, Industrial Occupations, Administration and Supervision, Adult Education, Vocational Education, Gender Equity, Career Development, Special Needs, Tech Prep, amd V-TECS. Call or write for catalog.

Del Mar College, Special Populations Office, 218 Harvin Center, Corpus Christi, TX 78404-3897, 886-1298.

Re-Entry Kit for Adult Returning Students. Information, resources, support systems from the Special Populations Office.

Educational Technologies, Inc., The Workforce Readiness Company, 1007 Whitehead Road, Ext., Trenton, N.J. 08638 (800) 882-4ETI. 1992.

SKILLS 2000: Skills Overview: Consists of 4 unique software programs that are designed to survey, analyze, cluster and compare skills data from jobs, individuals and training. Skills 2000 addresses companies and educators concerned abut the widening skills gap and students who are exploring further education, training and job opportunities.

ELECON, P. O. Box 681749, Park City, UT 84068-1749. 801/645-7447

JobSearch In Action. A video-based program for universities, community colleges, and technical schools. The program consists of two units. Each unit has two videotapes, an instructor's manual and two student workbooks.

Evaluation Software Publishing, 3405 Glenview Avenue, Austin, TX 78703. 512/458-8364. Contact: Glynn Ligon.

Enhanced Micro AEIS. A significant enhancement to the MicroAEIS program which allows detailed examination of performance by student groups, change analysis, and data export to ASCII files.

Mac-AEIS. A program that is similar, but not identical to MicroAEIS for the PC. For the Mac user who wants access to AEIS data for campuses for the last twoschool years.

EduGraph. A program for the IBM-compatible which allows quick generation of graphics and data analysis designed for the educator. Class performance as related to individual students can be computed and graphed in bar charts or as trend lines.

Success Finder. This program provides a comprehensive set of analysis tools for the educator. This program is very powerful in analysis of student outcomes as related to predicted and actual performance.

FASE Productions. The Media Divisions of the Foundation for Advancements in Science and Education, 4801 Wilshire Blvd, Suite Two Fifteen, Los Angeles, CA 90010. Contact: Joana Fisch, 213/965-8794 or FAX: 213/965-0608.

FUTURES, with Jaime Escalante. An educational television series distributed by Public Broadcasting Services for in-classroom viewing by junior and senior high school students. The recipient of the Peabody award, Action for Children's Television Award (ACT) as well as twenty-two other awards. Currently there are two seasons of FUTURES (FUTURES and FUTURES^2). FUTURES is designed to motivate students to study mathematics by showing them the world of opportunities open to those who have good math skills. The show follows a fast-paced, visually exciting format.

Franklin Learning Systems, Inc., 20 Ketchum Street, Westport, CT 06880, (800) 999-0384.

Utilizes videos, manuals and workbooks to provide information to clients on subjects from *ON THE JOB SKILLS* to *COMPETENCIES NEEDED* for entering and surviving in the future workplace.1993.

JOBSEARCH IN ACTION: This series teaches all of the steps involved in pursuing and successfully obtaining a job. Targeted at counselors and workshop trainers, it can also be used as a self-training program. Utilizes videos and manuals. 1992.

Idea Bank Training Videos. 800/621-1136.

A VideoGuide to (Dis)Ability Awareness. Color. 25 minutes.

Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 100 North 1st Street, Springfield, Illinois 62777-0001, *Discover A Future That Works*, Sept., 1992. ATTENTION: Sharon Full, Special Populations, (217) 782-4870. 1993.

> State Staff Guideline Manuals for secondary and postsecondary personnel who work with special populations which include forms and methodologies. Both are current, useable guides for anyone working with special populations.
>
> *Self-Evaluation System for Transition Services*. July 1991.

The Institute for Rehabilitation and Research (TIRR), Southwest Disability and Business Technical Assistance Center on the ADA, 2323 South Shepherd, Suite 1000, Houston, TX 77019, Attention: Wendy Wilkinson, (713) 520-0232, (800) 949-4232.

> The ADA Center is authorized by the National Institute to provide information, materials, and technical assistance to individuals and entities that are covered by the ADA.

Job Jargon: The Career and Employability Skills Newsletter. 1027 Broadway Avenue, Bowling Green, KY 42104. 800/736-0288.

Maryland State Department of Education, Division of Career and Technology Education, 200 West Baltimore Street, Baltimore, MD 21201-2595. **ASK FOR INFORMATION ON MATERIALS AND MANUALS.**

National Center for Research in Vocational Education, (NCRVE) *CHANGE AGENT*, Dissemination Program Director, NCRVE, Graduate School of Education, University of California at Berkeley, 2150 Shattuck Avenue, Suite 1250, Berkeley, CA 94704, (800) 762-4093.

> Subscription for a publication four times yearly on subjects including professional development, special populations, planning, evaluation, and accountability.

NCRVE Materials Distribution Service
Horrabin Hall 46
Western Illinois University
Macomb, IL 61455
800/637-7652
FAX: 309/298-2222 For list of Technical Assistance for Special Popoulations Program Products.

National Assessment of Vocational Education: Executive Summary of the Interim Repoart to Congress. OR-94-3601Office of Research, Office of Educational Research and Improvement, U. S. Department of Education, Washington, DC 20208-5573.

National Displaced Homemakers Network, 1625 K Street, NW, Suite 300, Washington, DC 20006. (202) 467-6346.

The Higher Education Act: A Guide For Women. Review of benefit of this law for non-traditional students, women, and students of color.

Skillscann Professional Pack, P.O. Box 587, Orinda, CA 94563-0557, (510) 254-2705. Contact: Lesah Beckhusen, M.S.

Skills-Focused Career Development Facilitator's Manual, 1993
This new manual provides a unique system for focusing skills and assessment information to meet your clients' career planning, career change and job search challenges.

A Career Development System
Over 100 pages of concepts, case studies, guides and practical strategies for handling typical and complex career planning and career change scenarios.

A Supplement of Resources
44 pages of reproducible exercises, illustrations and guides for use in your individual counseling work and group workshops.
Skills Focused Self-Assessment
A conceptual framework for understanding how skills lead all aspects of the Career Development process.

Skill Wheel
A system for organizing the 64 skills into 16 skill sets to facilitate the interpretation of client skill patterns and help connect skills with major work functions.

Integrating Skills With Standardized Assessment Results
An analysis of the overlapping themes of interests and personality information to increase client self-awareness.

Five Primary Marketing Principles
Creative ways to use SKILLSCAN results in preparing clients for marketing their skills to employers.

Women's Job Training Agenda: Coalition on Women and Job Training

National Educational Service, 1610 W. 3rd Street. P. O. Box 8, Bloomington, IN 47402 800/733-6786 for catalog of books and videos

National Institute for Staff and Organizational Development (NISOD), Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin, EDB 348, Austin, Tx 78712.

Innovation Abstracts, a weekly newsletter.

National Institute for Work and Learning, 1255 23rd Street, N.W., Suite 400, Washington, D.C. 20037, 202/862-8845. Contact: Ivan Charner, Vice President and Director, for list of publications.

National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) - Midwest Region, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364. 405/377-2000. Contact: Denise Christy. (Supplier for NOICC Guidelines and K-12 Integrated Activities Books).

National Youth Employment Coalition, 1001 Connecticut Avenue NW, Suite 719, Washington, DC 20036. 202/659-1064, FAX: 202/775-9733. This organization was founded in 1979 as a non-profit organization to increase the employment, education and training opportunities for America's Youth. It publishes a monthly newsletter entitled *Youth Notes.*

The Partnership for Training & Employment Careers, *DOCU-SERVE*, 1620 Eye Street, NW, Washington, DC 20006-4005, (202) 887-6120. Annual Subscription.

Each mailing includes a cover summary so at a glance the subscriber can get current, latest information on new legislation, new regulations, new grant possibilities, etc. used by those who run training and employment programs.

State Occupational Information Coordinating Committee (SOICC). (See Richard Froeschle under "Other Contacts".

Texas Follow-Up System. Automated Student and Adult Learner Follow-Up Study. Final Report. Contract #331400106, June 1993.

State of Alabama, Department of Education, Division of Vocational Education Services Montgomery, Alabama 36130

Alabama Guidelines for Transition, Wayme Teague, Bulletin No. 74

Serving the Special Populations through Vocational Education: Handbook for Vocational Administrators and Special Population Coordinators. Curriculum Unit, Division of Vocational Education Services, August 1991.

Suggested Program of Studies for Vocational Education. June 1991.

The Student Services Corporation Tutorial Program Manual. Ted D. Kimbrough, General Superintendent of Schools, Board of Education, City of Chicago, Illinois.

Training Development Corporation (TDC). 18 School Street, Bucksport, Maine 04416-1669. Contact: Susan J. Wishkoski, Field Specialist. 207/469-6385.

Automated Case Management System (ACMS). This system is designed for use in job training programs and is being used by JTPA programs all over the country. The system automates the paperwork and plan management aspects of JTPA programs and frees up more time for case managers to work with clients. The ACMS provides a platform for managing vocational education reporting and plan management for school-to-work transition and workplace-based learning projects.

ACMS provides a platform for managing vocational education reporting and plan management for school-to-work transition and workplace-based learning projects.

The University of Texas at Austin, Division of Continuing Education, P.O. Box 7218, Austin, TX 78713, (512) 471-7718.

Articulation of Basic Academic Skills with Vocational Education Concepts, Sample Modules

University of New Orleans 1993-94 Placement Manual. Career Placement and Cooperative Education, Division of Student Life, University Center, Room 268, New Orleans, LA 70148. Contact: Dr. Ernestine Montgomery, 504/286-6225 or FAX 504/286-7440.

U. S. BASICS (United States Basic Skills Investment Corporation), 1700 Diagonal Road, Suite 400, Alexandria, VA 22314. 703/684-1265. FAX: 703/684-1276. Contact: Michael D. Vanech, Director of Marketing, 1-800-486-0087.

U.S. Basics Learning System. The U.S. BASICS centers have adapted, expanded and customized the learning framework and used it to build strong, stable programs serving diverse individual needs. Regionally, the centers contribute to the ongoing development by sharing innovations and best practices. Sample Skills Program Configurations offered include:

- High School/GED Skills Program
- Academic K-12 Skills Program

- Academic Enrichment Skills Program
- ESL Skills Program

Additional contacts for U.S. BASICS are: Dr. Robert Glover, Center for the Study of Human Resources, University of Texas - Austin, 512/471-4962 and Mary Louise Frances, New Bedford Public Schools, 508/997-4511.

Vocational Education Weekly, American Vocational Association, 1410 King Street, Alexandria, Virginia 22314. 800/826-9972. FAX: 703/683-7424. A newsletter published 44 times a year. Subscription fee $139 per year for AVA members; $159 per year for non-members.

Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 W. Johnson Street, Madison, WI 53706. Contact: Lloyd W. Tindall, 608/263-3415

JOBS: Replicating Jobs in Business & Industry for Persons With Disabilities. Four Volumes

Still Puzzled About Educating Students with Disabilities? Vocational Preparation of Students with Disabilities.

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.

Partnerships in Business & Education: Helping Handicapped Students Become a Part of the Job Training Partnership Act.

PREP: An Activity Book to Help you Think About What You Want From Your Work

Going To Work.

Success Skills Curriculum forAdults: Balancing Family School and Self, Skills to Enhance Effectiveness, Communicating Effectively, Taking Resp[onsibility for Self.

Vocational Teacher Training: Instructing Handicapped and Disadvantaged Students in the Vocational Classroom. Contact: John Wilson, Clover Park Vocational-Technical Institute, 4500 Steilacoom Blvd, S.W., Tacoma, WA 98499

VTAE, Wisconsin Technical College Foundation System, Inc. Attention: Jane Gilbertson at (800) 821-6313.

Interactive Mod Courseware, Videodiscs of comprehensive instructional courseware including acadamics, electronics, marketing, parenting, psychology, etc.

WEEA Publishing Center, EDC, 55 Chapel Street, Suite 273, Newton, MA 02158. 800/225-3088. WEAA Publishing Center at EDC is a contract with the Office of Educational Research and IMprovement of the U.S. Department of Education. A national center for gender equity materials, EDC publishes and distributes materials developed under grants provided by the Women's Educational Equity Act Program. These innovative, field-tested models address all aspects of educational opportunities for women and girls and examine ways in which sex-role stereotyping can be reduced in education.

Sisters In The Blood: The Education of Women in Native America, Dr. Ardy Bowker, Montana State University.

A-Gay-Yah: A Gender Equity Curriculum for Grades 6-12. A new curriculum providing a comprehensive guide to increasing gender qeuity and cultural awareness in students. Curriculum team directed by Wathene Young, American Indian Resource Center.

Circle of Women: Professional Skills Training with American Indian Women. Resource guide and manual that addresses the major problems facing Native American women today as they attempt to balance and synthesize traditional and contemporary leadership roles. Section 1 looks at critical issues and Section 2 moves toward solving practical problems. By Teresa LaBromboise, Stanford University.

Workforce Quality, publications and services catalog. A catalog of available books, tapes and other resources on subjects such as: Youth Apprenticeship, Workforce Literacy, ADA, Managing Diversity. National Alliance of Business, 1201 New York Avenue, N.W., Washington, DC 20005-3917. Publications: 800/787-7788; Seminars, Conferences and Technical Assistance: 800/787-2940, ext. 2905. Membership 800/787-1212.

Work Opportunities for Women (WOW), 1325 G Street, NW, Lower Level, Washington DC 20005, (202) 638-3143, Attention Donna Milgram Director.

Nontraditional Occupations for Women, includes selected nontraditional occupations for women in 1990; contact points for Bureau of Apprenticeship and Training Regional Offices, State Offices and Apprenticeship Councils; Sex Equity Coordinators; national and local contacts for model nontraditional training programs; and an addendum updating contact points.

Your Personal Career Profile, A comprehensive, self-administered, personal career assessment system. Available in workbook or PC disk, this program helps individuals understand more about themselves and their worklives. The Career Development Team, 19 Brookwood Road, Bedford, NY 10506-9904. 914/234-3200.

OTHER PUBLISHERS/SOURCES OF INFORMATION AND MATERIALS:

JIST Works, Inc. Sherry Brown, School Division Director. 720 North Park Avenue, Indianapolis, IN 46202-3431. 1-800-648-JIST or FAX: 1-800-JIST-FAX.
Educational Development & Training Center, East Texas State University, Commerce, TX 75429, (800) 356-EDTC.

Bureau of Career Development and Educational Improvement Division of Vocational, Adult and Community Education, Florida Education Center, Tallahassee, FL 32399-0400, (800) 342-9271.

Clearinghouse on Adult Education and Literacy. *Directory of National Clearinghouses: Resource Centers and Clearinghouses Serving Adult Educators and Learners.* Washington, DC:CAEL, Division of Adult Education and Literacy, U.S. Department of Education.

Learning Directions, Adult Education, A Division of Steck-Vaughn Company, P.O. Box 26030, Austin, TX 78755. (800) 982-4725.

Wintergreen Orchard House Inc., P.O. Box 15899, New Orleans, LA 70175-5899, (800) 321-9479.

WAVE, Inc. 501 School Street, SW, Suite 600, Washington, DC 20024-2754, (800) 274-2005. A national, nonprofit organization committed to providing challenged youth with the essential tools for development, including motivation, education, community service and career awareness.

Pioneer Area Vo-Tech School, 2101 N. Ash, Ponca City, OK 74601, (405) 762-8336.

USA Today, Educational Methods for using USA TODAY., Christi Smith, Account Manager, 12920 Senlac #190, Dallas TX 75234, (214) 277-2150, (800) 526-0537.

Texas State Technical College, East Texas Center, P.O. Box 1269, Marshall, TX 75671 (903) 935-1010

U. S. Department of Education, Office of Educational Research and Improvement, *OERI Bulletin*, Washington, DC 20208-5570

OTHER CONTACT SOURCES

Richard Froeschle
Executive Director
State Occupational Information Coordinating Committee
Texas Employment Commission Building
1117 Trinity at 12th, Room 526-T
Austin, TX 78778
800/422-PLAN

Sylvia Clark
Director of Vocational/Technical Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
512/ 463-9443

Mary Hendrix
Education Training and Development Center
East Texas State University
Commerce, TX 75429
903/886-5624

Larry Riddell
Region XX ESC
1314 Hines Avenue
San Antonio, Texas 78208
512/299-2400
Region 20 has been involved in various micro-programs and services to school districts.

Region X ESC
P. O. Box 831300
Richardson, TX 76106
214/231-3642
Region 10 has a significant history in the development of micro-computer programs targeted to help management of in-class instruction and analysis of student information.

Dr. Jan Seitz
University of Illinois
1310 S. Sixty St.
345 Education Building
Champaign, IL 61820
217/244-5633
Director of leadership development program for special needs teachers and coordinators

James Greenan
Purdue University
Liberal ARts & Educ. Bldg.
Room 4148
West Lafayette, IN 47907
317/494-7290
Director of leadership development program for special needs teachers and coordinators

Jeanne Repetto
University of Florida
Dept. of Special Educ.
G315 Norman Hall
Gainesville, FL 32611
904/392-0701
Director of leadership development program for special needs teachers and coordinators

Liz Haywood
Director of Gender Equity
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701
512/463-9443

1993-94 Coordinators for Regional Projects To Eliminate Sex Bias and Stereotyping in Career and Technology Education

Mike Garcia
Region I Education Service
1900 West Schunior
Edinburg, TX 78539-2234

Vita Canales
Retion II Education Service Center
209 North Water Street
Corpus Christi, TX 78401-2599

Donna Bentley
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901-2899

Dr. Lois Cunningham
Region IV Education Service Center
7145 West Tidwell Road
Houston, TX 77092-2096

Nelda White
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703-4299

Susette Beckham
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340-6499

Kay Woodard
Region VII Education Service Center
P. O. Box 1622
Kilgore, TX 75662-2698

Sharon Thompson
Region VIII Education Service Center
P. O. Box 1894
Mt. Pleasant, TX 75456-1894

Dianna Clayton
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305-3799

Gaye Lynn Seawright
Region X Education Service Center
P. O. Box 831300
Richardson, TX 75083-1300

Sue Turner
Region XI Education Service Center
3001 North Freeway
Fort Worth, TX 76106-6596

Gene Hawthorne
Region XII Education Service Center
P. O. Box 1249
Waco, TX 76703-1249

Dr. Larry L. Kolb
Region XIII Education Service Center
5701 Springdale Road
Austin, TX 78723-3675

Kim Dean
Region XIV Education Service Center
1850 Highway 351
Abilene, TX 79601-9411

Sandy Purcell Carter
Region XVI Education Service Center
P. O. Box 30600
Amarillo, TX 79120-0600

Marilyn Stone
Region XVII Education Service Center
1111 West Loop 289
Lubbock, TX 79416-5029

Carolyn North
Region XVIII Education Service Center
P. O. Box 60580
Midland, TX 79711-0580

Jan Smoake
Region XIX Education Service Center
6501 Boeing, Bldg. T
El Paso, T 79925

Linda Mason
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208-1899

PART XII

PROJECT PURPOSE

To build upon and expand the previous project to professionally prepare and/or professionally improve individuals in public postsecondary institutions who have the responsibility of ensuring that members of special populations are provided access to occupational preparation programs and are provided adequate services and job skill training.

SPECIAL POPULATIONS

Carl D. Perkins Act

". . . individuals with disabilities, educationally (academically) and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions."

ACADEMICALLY DISADVANTAGED
(Educationally Disadvantaged)

ECONOMICALLY DISADVANTAGED FAMILY OR INDIVIDUAL

LIMITED ENGLISH PROFICIENCY (LEP)

STUDENTS WHO PARTICIPATE IN PROGRAMS/ACTIVITIES TO ELIMINATE SEX BIAS

STUDENTS IN PROGRAMS IN CORRECTIONAL INSTITUTIONS

FUNCTIONS OF SPECIAL
POPULATIONS COORDINATOR

CARL D. PERKINS

VOCATIONAL AND APPLIED TECHNOLOGY ACT

Public Law 101-392

The purpose of this Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population.

TARGETING

Targeting programs with high concentrations of special populations of students is a priority in the Perkins Act.

The purpose of targeting, or limiting, is to concentrate the funds in such a way as to show significant impact on students.

ADDITIONAL FUNDING

AGENCIES/SOURCES

Transparency 7

CHART ON TOPIC 1

PERKINS Sec. 115(b)	STATE ADOPTED CORE MEASURES AND STANDARDS	STATE EVALUATION PLAN	TASP (Competencies/ Outcomes of Each Course)	OCCUPATIONAL COMPETENCIES/ TASKS OF EACH COURSE
(1) Measures of learning and competency gains (includes both academic and occupational)	Measure IV: (retention)	III. Achievement		

CARL PERKINS ACT

SECTION 115: State and Local Standards and Measures

SECTION 116: State Assessment

SECTION 117: Program Evaluation and Improvement

SECTION 118: Criteria for Services and Activities

(for Special Populations)

a) Assurances of Equal Access

b) Provision of Information

c) Assurances

d) Participatory Planning

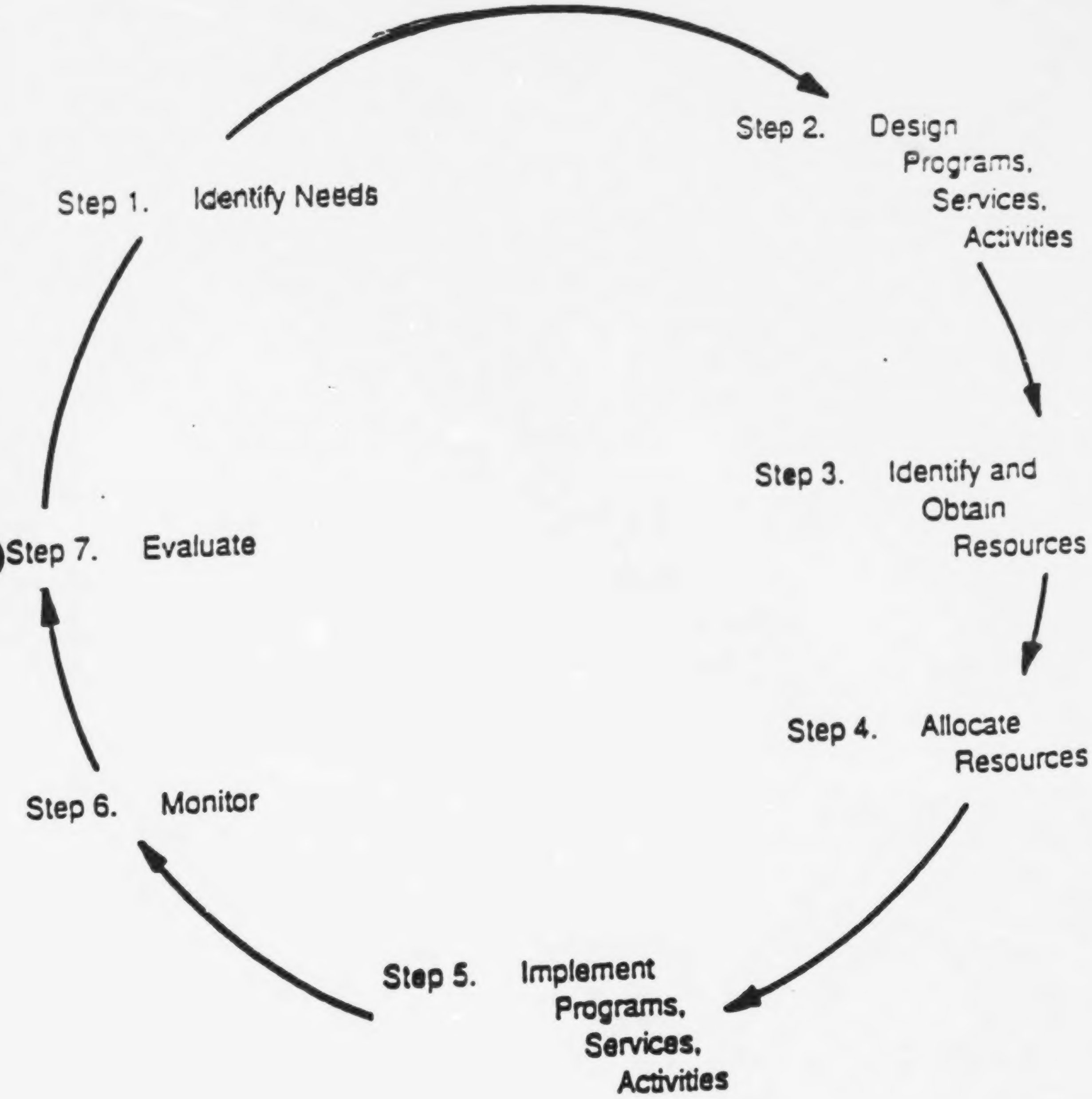
CARL D. PERKINS ACT
PROVISIONS

Equitable Participation

1) Recruitment, Enrollment, Placement

2) Provision of Information

THE PROCESS OF PLANNING



Step 1. Identify Needs

Step 2. Design Programs, Services, Activities

Step 3. Identify and Obtain Resources

Step 4. Allocate Resources

Step 5. Implement Programs, Services, Activities

Step 6. Monitor

Step 7. Evaluate

Figure 1

Transparency 12

WORKSHEET #1
PSI

Division or Department: (check only one)

____ Adult and Continuing Education
____ Programs for Special Populations
____ Other: (specify other) ______________________________

____ Occupational/Technical Education
____ Student Services

Number of clients identified by this Department or Division by disadvantaged condition.

Disadvantaged Condition*	Number of Clients		Source of Information		
	M	F	Walk-Ins	Recruited or Surveyed	Referral by Admissions or Student Assistance
Economic • Handicapped • Unemployed • AFDC					
Academic					
Limited English Proficient					
Migrant					
Immigrant (legal)					
Single Parent/ Homemaker					
Total M and F					
TOTAL					

* Do not duplicate count. If a participant or currently enrolled student is both economically disadvantaged and academically disadvantaged, count as economically disadvantaged only. If an individual is both a single parent and economically disadvantaged, count as economically disadvantaged only.

Note: This document is not to be used for reporting purposes but for planning purposes only. For reporting, all disadvantaged conditions are recognized and students are identified in each category for which they are eligible.

WORKSHEET #2

Support Services Needed by Disadvantaged Classification

Number Needing Support Service

Support Service	Academic		Economic		Handicapped		Single Parent Homemaker		AFDC Recipient		Limited English Proficient	
	M	F	M	F	M	F	M	F	M	F	M	F
Financial Assistance												
Academic Assessment												
Vocational Assessment												
Basic Skills												
English as a Second Language												
Books, Tuition												
Career Counseling												
Personal Counseling												
Transportation												
Child Care												
Health Care												
Housing												
Job Skills Search												
Job Placement												
Follow-Up												
Other (list)												

WORKSHEET #3

MODEL PROGRAM DEVELOPMENT WORKSHEET

Target Population:

OBJECTIVE:

COMPONENTS/ACTIVITIES:	**RESOURCES BY ACTIVITY**
Intake/Recruitment	
Individual Vocational Assessment	
Counseling/Guidance	
Student Services/Support Services	
Remediation/Basic Skills/ESL	
Vocational Training/Instruction/Lab	
Employability Skills	
Job Development/Placement Activities	
Follow-Up	
Other (Identify)	

SUMMARY/OVERVIEW OF MODEL PROGRAM:

ADVANTAGES OF JOINT PLANNING

1. Early identification of eligible population;
2. The more eligible sepcial populations identified and served, the more federal money will be available;
3. Will be able to serve more students when expenses are shared;
4. Greater retention of these students will result;
5. Greater array of services will be available;
6. Better serve local labor market needs;
7. Can do co-surveys and needs assessments which will help alleviate load;
8. Placement activities and follow-up activities enhanced;
9. Priortization of services will be easier and retention of students will be greater;
10. Increases credibility with private sector cost and effectiveness;
11. Maximizes uses of campus facilities and staff.

STRATEGIES FOR COORDINATION AND LINKAGES

1. Identify entities;
2. Establish contact;
3. Maintain communication;
4. Develop networking skills.

ASSESSMENT OF SPECIAL NEEDS

Assessment is, by definition, an integral part of effective support services, instruction and transition for students.

- **Comprehensive Profiles**

  1) **Strenghts**
  2) **Weaknesses**
  3) **Appropriate placement**
  4) **Maximizes potential success**
  5) **Student understanding of self**
  6) **Student more effective on job**

- **Standardized/pencil-paper tests**

  - **Determine student knowledge**

- **Demonstration Examinations**

  1) **Highlight special abilities**
  2) **Highlight special needs**

- **Inventories**

  1) **Indicate learning styles**
  2) **Highlight types of intelligence**

- **Portfolio approach**

SUPPLEMENTARY SERVICES

1. Special Populations Coordinators
2. Tutoring
3. Notetaking
4. Instructional assistants
5. Special instructional materials
6. Developmental instruction
7. Special/adaptive devices/equipment
8. Laboratory fees and supplies
9. Vocational English as second language
10. Interpreting
11. Mentoring
12. Support groups
13. Dependent care
14. Transportation
15. Other services deemed necessary

GUIDANCE AND COUNSELING

Carl Perkins ensures :

> **". . . guidance, counseling and career development activities be conducted by professionally trained counselors and instructors who are associated with the provision of such special services.**

TRANSITION

Carl Perkins specified that students receive:

> **". . . counseling and instructional services designed to facilitate the transition from school to post-school imployment and career opportunities."**

Transition is:

1) **A process involving a broad array of services and builds upon a variety of personal experiences and choices;**

2) **Involves a partnership;**

3) **Results in optimum employment.**

SCHOOL-TO-WORK TRANSITION

Noted in Draft of Institutional Effectiveness as:

> **"Classroom-to-work-place transition program: A method of instruction between a sponsoring clinical agency, the higher education institution and the student that provides guided training to the student in the work environment and that enhances critical thinking skills and the ability to transfer applied and theoretical knowledge to the work place."**

MONITORING

Perkins requires:

> **". . . each eligible recipient monitor the provision of career and technology education to special populations."**

1) **Equitable Participation**

2) **Full Participation**

ACCOUNTABILITY

1. **Program and Student Accountability**

2. **Fiscal Accountability**

A PLAN FOR
STATE-LEVEL EVALUATIN OF THE
INSTITUTIONAL EFFECTIVENESS
OF TEXAS' COMMUNITY AND TECHNICAL
COLLEGES

DRAFT

November 1, 1993

Figure 1

CRITICAL ELEMENTS OF THE STATE-LEVEL EVALUATION OF INSTITUTIONAL EFFECTIVENESS

Elements	State Stat.	Mast. Plan[1]	SAC Accr.	Tech Ed[2]	Perkins Standards[3]	SB 642
Mission and Role						
• Fit with needs of community & state goals	x	x	x	x	x	x
• Role within statewide and regional higher education	x	x		x	x	x
Accessibility and Student Retention/Completion						
• Student participation (enrollment)	x	x	x	x	x	x
• Student remediation	x	x	x	x	x	x
• Student retention (persistence)	x	x	x	x	x	x
• Student graduation (certificates and degrees)	x	x	x	x	x	x
• Student placement (jobs, military, further education)	x	x	x	x	x	x
• Student transfer to baccalaureate institutions	x	x	x		x	x
Quality						
• Instruction (academic, vocational/technical, remedial)	x	x	x	x	x	x
• Curriculum (content, format, delivery mechanism)	x	x	x	x	x	x
• Faculty (qualifications, currency, diversity)	x	x	x	x	x	
• Educational and student support services		x	x	x	x	
• Equipment and facilities	x	x	x	x	x	x
• Research (institutional & classroom research)		x	x	x		
• Public Service (community service, cont. ed.; workforce tr.)	x	x	x	x	x	x

---

[1] Includes criteria from Texas Educational Opportunity Plan, 1989.

[2] Includes criteria from Smart Jobs (State Job Training Coordinating Council, October 1992).

[3] Includes criteria from Texas Academic Skills Program Policy Manual (August 1993) regarding remedial programs.

ACADEMIC
EXCELLENCE
INDICATOR
SYSTEM
(AEIS)

ADDITIONAL OPTIONAL TRANSPARENCIES

COMPETENCIES COVERED BY WORKSHOP

1. Develop and maintain records that reveal, by reporting period (i.e., semester), measures of learning and academic and occupational competency gains of special populations students.

2. Maintain follow-up records on special population program leavers and completers.

3. Maintain records of special population students in relation to state adopted core measures and standards.

4. Develop and share strategies with counselors and instructors for providing counseling and instructional transition services for special populations students.

5. Obtain additional funds to serve students who are members of special populations through the proposal writing process.

6. Gain knowledge of legislation and processes and the ability to compile and disseminate information on federal and state legislation that may influence public policies for improved services to members of special populations.

7. Assist in developing and implementing job placement services that do not discriminate against students who are members of special populations.

8. Develop and maintain a record keeping system for recording services provided to members of special populations.

9. Evaluate and/or maintain records of the educational progress of individuals who are members of special populations in technical and vocational programs.

10. Compile and share information regarding State monitoring requirements related to special populations with appropriate campus personnel.

11. Develop, plan, and coordinate staff development activities for all staff and faculty serving members of special populations.

RELATIONSHIP OF TOPICS

TOPIC	RELATES TO TOPICS
1	relates to 6, 8, 9, 10
2	stand alone (has some relationship with 6,3,8,9,10
3	relates to 7 and 10
4	stand alone (maybe 10)
5	stand alone
6	relates to all
7	stand alone (relates to 3)
8	relates to 4 & 7
9	relates to 1, 8 & 10
10	relates to all
11	relates to 1, 3, 8, & 9

RELATIONSHIP OF TOPICS IN WORKSHOP AGENDA

1. Topics 3, 6, 8, 9, 10 - Topics Related to Maintaining and Developing Records

2. Topic 2, 6 - Records for Completers and leavers

3. Topic 4, 6, 7 - Strategies for Counseling and Instructional Transition Services

4. Topic 5, 6 - Obtain Additional Funds

5. Topic 11 - Staff Development Activities and Resources

PART I: RELATED TOPICS

TOPIC 1: (11C) Develop and maintain records that reveal, by reporting (i.e. semester) period, measures of learning and academic and occupational competency gains of special populations students.

TOPIC 3: (11B). "Maintain records of Special Populations students in relation to state adopted core measures and standards."

Topic 6: (1D). Gain knowledge of legislation and processes and the ability to compile and disseminate information on federal and state legislation that may influence public policies for improved services to members of special populations.

Topic 8: (3F). Develop and maintain a record keeping system for recording services provided to members of special populations.

Topic 9: (3G). Evaluate and/or maintain records of the educational progress of individuals who are members of special populations in technical and vocational programs.

Topic 10: (3A). Compile and share information regarding State monitoring requirements related to special populations with appropriate campus personnel.

Improvement of programs and in the counseling students and future students

MASTER PLAN GOALS

GOAL I - **STUDENTS AND ADULT LEARNERS: Meet the needs of Texas for world class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.**

GOAL II - **BUSINESS, INDUSTRY AND LABOR: Meet the needs of Texas business, industry, and labor for an educated and skilled globally competitive work force.**

GOAL III- **FACULTY AND STAFF: Meet the professional development needs of Texas faculty and staff to ensure successful student and adult learner outcomes for all public and training institutions.**

GOAL IV- **STATE COMMUNICATIONS: Meet the needs of Texas for comprehensive information about the state labor markets, career and technical education, and economics development issues.**

GOAL V - **ADEQUATE RESOURCES: Meet the needs of career and technical education and training providers for adequate resources to develop an educated and skilled work force.**

EXCELLENCE AND EQUITY FOR ALL STUDENTS

TOPIC 2: (11D). "Maintain follow-up records on special populations program leavers and completers."

ADDITIONAL FOLLOW-UP REPORT DATA

1. Employers
2. Institutions of Higher Education
3. Apprenticeship Programs
4. Military
5. Others

Topic 4: (9A). Develop and Share Strategies with counselors and instructors for providing counseling and instructional transition services for special population students

Topic 7: (9B). Assist in developing and implementing job placement services that do not discriminate against students who are members of special populations.

Counseling Services

1. Career Counseling
2. Personal/Crises Counseling
3. Referral for Resources/Services
4. Other?

TRANSITION

The Perkins Act specifies that students receive:

- counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities

SCHOOL-TO-WORK OPPORTUNITIES ACT

Term "means academic instruction and work-based learning that integrate academic, technical and occupational skills for the purpose of:

(A) creating career and higher education options for high school graduates;

(B) removing the labels of and barriers between college-bound and noncollege-bound students;and

(C) removing the barriers to career-entry employment for youth."

Recommended expenditures:

- planning and implementation grants given only for comprehensive school-to-work transition strategies, where the emphasis is on linking plans and actions with the four components toward the goal of having all youth possess good academic skills, marketable occupational skills, and appropriate workplace behaviors and

- evaluation grants made for studies designed to measure meaningful outcomes such as better employment and earnings patterns.

STATUS OF COOPERATIVE DEMONSTRATIVE IMPLEMENTATION GRANTS

416

Topic 5: (10D). Obtain additional funds to serve students who are members of special populations through the proposal writing process.

STATE INTERAGENCY COORDINATION
(Quality Work Force Planning Committee)

ADVISORY COMMITTEES

TASK FORCE

JOINT PLANNING

PARTICIPATORY PLANNING

OTHERS

Section 118 of the Perkins Act specifies activities which vocational-technical education programs are required to provide in order to assure all students equal education opportunities. These requirements are:

- recruiting, enrolling, and placing students,
- providing information to eighth grade students and their parents, and to applicants and individuals interested in entering secondary/postsecondary vocational-technical education, and
- participatory planning.

LOCAL COMPREHENSIVE PLANNING
Who should be involved?

1. Local Perkins contact person
2. Person who completes the annual application
3. Grant and/or contract director(s)
    - a. JTPA Funded Programs
    - b. Gender Equity Programs
    - c. Single Parent Projects
4. Financial Aide Coordinator
5. Career Guidance and Counseling Representative
6. Adult Basic Education (ABE) Coordinator
7. LEP Contact/Coordinator
8. Workplace Basics Representatives
9. Members of community ethnic groups
10. Advocacy group representatives
11. Student representatives
12. Business and industry
13. Persons from Community-based organizations
14. Instructors/administrators
15. Personnel from regional vocational systems, Tech Prep programs, transition planning committees, Cite Management Team Members, Student Services Committees

LOCALLY DEVELOPED

Alternatives

1. An advisory council sub-committee, with additional members to achieve appropriate representation;

2. A task force with combined membership from student services committee, and advisory council, a transition planning committee, and additional members to achieve appropriate representation; and

3. An established regional, district/institution, and/or community college steering committees.

DOCUMENTATION

1. Agendas of all meetings,
2. A list of participatory planning committee members and areas they represent,
3. Minutes of committee meetings, which include recommendations to local Board, and actions taken in response to these recommendations.

THE PROPOSAL PROCESS

Topic 11: (3B). Develop, plan, and coordinate staff development activities for all staff and faculty serving members of special populations.

RESOURCES

DEFINITIONS

STAFF DEVELOPMENT ACTION PLAN

LOCAL COMPREHENSIVE PLANNING

GUIDANCE PROGRAM

SCANS Competencies

Resources

- Allocates Time
- Allocates Money
- Allocates Material and Facility Resources
- Allocates Human Resources

Information

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

Interpersonal

- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems

- Understands Systems
- Monitors and Corrects Performance
- Improves and Designs Systems

Technology

- Selects Technology
- Applies Technology to Task
- Maintains and Troubleshoots Technology

SCANS IS JOB SKILLS

The Secretary's Commission on Achieving Necessary Skills (SCANS)

A joint project:

U.S. Department of Labor

and

U.S. Department of Education

Purpose: To encourage a high-performance economy with

high-skill, high-wage employment

SCANS Foundation Skills

Basic Skills

- * Reading
- * Writing
- * Arithmetic
- * Mathematics
- * Listening
- * Speaking

Thinking Skills

- * Creative Thinking
- * Decision Making
- * Problem Solving
- * Seeing Things in the Mind's Eye
- * Knowing How to Learn
- * Reasoning

Personal Qualities

- * Responsibility
- * Self-Esteem
- * Social
- * Self-Management
- * Integrity/Honesty

Principles of SCANS

- We teach skills "in context."
- SCANS skills are not sequential, but are mutually reinforcing.
- Learning should be centered around problem solving

FINAL SUMMARY

FINAL SUMMARY

Effective Career and Technology Programs Serving Special Populations

It is important to remember what components must be in place to provide successful and effective Career and Technology Programs for Special Populations. L. Allen Phelps and Thomas R. Wermuth in ***Effective Vocational Education for Students With Special Needs: A Framework***, identified the major components as follows:

Program Administration

1. Administration Leadership and Support
2. Sufficient Financial Support
3. Formative Program Evaluation
4. Summative Program Evaluation
5. Staff Development

Curriculum and Instruction

6. Individualized Curriculum Modifications
7. Integration of Vocational and Academic Curricula
8. Appropriate Instructional Settings
9. Cooperative Learning Experiences
10. Ongoing Career Guidance and Counseling

Comprehensive Support Services

11. Instructional Support Services
12. Assessment of Individual Career Interests and Abilities

Formalized Articulation and Communication

13. Family/Parental Involvement and Support
14. Early Notification of Vocational Opportunities
15. Vocational Educators Involvement in Planning IEP
16. Formalized Transition Planning
17. Intra- and Interagency Collaboration

Occupational Experience, Placement, and Follow-Up

18. Work Experience Opportunities
19. Job Placement Services
20. Follow-Up

With this project, the basic use and intent of the materials offered here is to assist special populations educators to provide the best of services and educational experiences for those students as well as utilize data for the **improvement of programs and personnel** more that for monitoring. It is the hope of the project staff that this will occur.